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ABSTRACT

At Pennsylvania College of Technology (PCT), long range planning is used to define institutional philosophy and mission and determine strategies to make the best use of available resources and implement actions to fulfill institutional mission. This document presents PCT's long-range plan for 1997-2000 in three parts. The first part describes long range planning and its use at PCT; reviews the structure and use of the plan; provides PCT's philosophy, mission, and vision statements; analyzes strengths, weaknesses, opportunities, and threats facing the college; and discusses major initiatives for the 1997-98 academic year. Part II provides the body of the long range plan, listing college goals and tasks for the following areas: (1) instruction, related to standards, curriculum portfolios, outcomes assessment, foundation skills, and instructional delivery; (2) student support, including recruitment, retention, nontraditional students, matriculation, student life, and services; (3) academic support, related to the program development process, evaluation, staff development, media/computer use, and academic support services; (4) institutional support, related to executive management, budgets, human resources, physical plant, general administration, quality assurance, diversity, and marketing; and (5) public service, including technical consultation and enrichment programming. For each goal, specific tasks and a status report as of 1997 are included. Finally, Part III provides a planning manual for PCT staff, detailing processes for conducting research and evaluations; revising the philosophy, mission statements, and goals; creating, revising, and reporting long range planning task statements; and developing objectives. (BCY)

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LONG RANGE PLAN

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Pennsylvania College of Technology

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1997 - 2000

Long Range Plan

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July 1997

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PART I

PLANNING AT PENN COLLEGE

FOREWORD

Penn College has completed the five-year Periodic Review Report (PRR) for the Middle States Association (MSA) accreditation process. This edition of the Long Range Plan includes all updates completed since the PRR was filed. All of the Middle States self-study recommendations have been placed as task statements within the body of the Long Range Plan. Senior College administrators include the Long Range Plan tasks on their annual project list, known as the Management by Objectives Plan. As senior administrators provide annual updates for these tasks, the progress toward implementing them is documented. This year's Cumulative Long Range Plan, (a companion document) will include over five years of annual updates of all Middle States recommendations, along with other tasks. The integration of all Middle States recommendations into the Long Range Plan underscores the centrality of this document in planning and evaluation at Penn College.

In keeping with the spirit of shared governance at the College the addition of a task statement to the Plan is approved by the Governance Committee and by College Council. Many tasks are also initiated through Governance action. In this way, the planning process requires Governance Committee and College Council certification of task completion and retirement from the plan.

Many thanks to senior College administrators, Robert Fisher, Davie Jane Gilmour, William Martin, James Fitzpatrick, Robert Meacham and Grant Berry for providing annual updates to the Plan. Thanks also to the Penn College Governance System, (1996-97) members and officers, including Walter Gower, Chair, College Council, Vice Chair, Diana Kuhns, and Candace Rook, Recording Secretary; and to Committee Chairs: Charles Kemnitz, Dennis Williams, Jim Cunningham, Bonnie Taylor, Terry Girdon, and Fred Becker And appreciation is expressed to the Middle States Self-Study Chair, Veronica Muzic, the Steering Committee and all those who participated in that process.

Definition of Long Range Planning

Long range planning is a technique by which an institution defines its philosophy and mission, and then determines a strategy to optimize resource allocation and set action plans to accomplish that mission over a period of time. The importance of long range planning is that it requires an institution to consciously set goals that will actualize the mission, and carefully allocate resources toward realization of those goals. Strategic planning must also recognize the changing environment outside the institution.

By recognizing, analyzing and anticipating changes in the environment, today the College can make decisions in advance of tomorrow. Without strategic planning, an institution is like a boat adrift, without direction, at the mercy of the tides, winds and storm. With strategic planning, the ship clearly has a direction and is cognizant of forces and harnesses them to reach the chosen destination.

The plan is also important because articulation of the plan allows the entire staff to understand and work as a team toward a shared vision and common goals. Thus, the broadest goal of this Long Range Plan for FY1997-2000 is to communicate the direction for the future and to create a shared vision and purpose for Penn College by all Penn College staff.

Long Range Planning at Penn College

Penn College employs its long range planning process to strengthen and emphasize two aspects: the strategic orientation and the participation of the Governance System. The planning manual, Part III, describes the process in detail.

The strategic orientation is incorporated through a plan to use external as well as internal data to orient and guide the Long Range Plan. In order to base the planning process upon factual information, the management of the planning process and documents was placed within the Office of Institution Research. That office became the Office of Strategic Planning and Research.

Participation of the Governance System occurs in two principal ways. First, one of the six formal governance committees, the Long Range Planning Committee, constitutes the "custodian" of each of the elements (tasks) of the Long Range Plan. Among their responsibilities, each Governance Committee must certify changes to the Long Range Plan. Secondly, all changes approved by individual governance committees must be certified by the College Council, which is broadly representative of the entire College.

Structure and Use of the Long Range Plan

The body of the Long Range Plan is divided into five broad functional categories called "goal areas", which subsume all College goals and activities. The philosophy and mission are approved. Then they are used to set goals. Goals are reviewed annually by key administrators and by Governance; updates are included within the Long Range Plan. The Long Range Plan, updated annually, serves as a current "map" to guide the annual planning process at the College. (Please see the "Planning Manual", Part III, for a complete documentation of the planning process.)

As part of the annual operational planning process, College administrators consult the Long Range Plan and the list of major initiatives to set objectives for the coming year. This is how the plan actualized. The formal management system is "Management by Objectives" (MBOs), and each administrator's objectives are referenced to the plan.

The design of the Plan provides for continuous updating. Each year, upon completion, tasks will be identified as completed and the year will be removed from the Plan. Annually, additional task statements will be developed based upon issues identified by diverse College constituencies. This constant updating of task statements will ensure that the Plan remains current.

The Plan describes only those tasks that are beyond the scope of routine activities performed at the College. Hence, tasks that are routinely performed, such as long range planning or maintenance of the relationship between the faculty bargaining unit and the College, are not delineated in task statements. If however, a new approach to planning or a major change in procedures for interaction with the bargaining unit were planned within the next three years, tasks describing these activities would have been developed.

The remainder of the document contains the substance of the College's long range plans. The College Philosophy, Mission, and Vision Statements are provided. Goals and tasks are organized with goal areas. The five areas and alphabetic indicators are identified:

Instruction (I)
Student Support (SS)
Academic Support AC)
Institutional Support (IS)
Public Support (PS)

The numbering system identifies the alphabetic identifier for Goal Area, a numeric indicator for goal, and an additional numeric for task. For example, the number AS.2.3 indicates the third task of the second goal in the goal area of Academic Support. Goal areas, goals, and tasks are not listed in priority order.

A Status Report follows each task statement. The Status Report identifies any achievements or accomplishments that have occurred during the period July 1, 1996 to June 30, 1997. When appropriate, future strategies for achieving the task are included.

Text that is printed in bold-face type indicates action that was taken by Governance Committees and College Council. Task statements that have been removed from the list of active tasks will be archived in a supplemental document, the Cumulative Long Range Plan. They remain in the body of the Plan this year to permit reporting of 1996/97 achievements and accomplishments in the Status Report. A gap in numbering indicates goals or tasks that were retired in previous years.

Status reports are prepared by the college administrator responsible for carrying out the task. Initials next to the task represent the administrator:

DG	-	Davie Jane Gilmour, Vice President for Academic Affairs/Provost
RF	-	Rob Fisher, Vice President for Administration
WM	-	William Martin, Senior Vice President
RM	-	Robert Meacham, Executive Assistant to the President
GB	-	Grant Berry, Vice President for Development
JF	-	James Fitzpatrick, Dean of Student Services

Middle States recommendations, as explained on page I-1, are integrated within the Plan and are specifically identified. ***Here is an example, drawn from page* II-6.**

****

MS 7 CURR (DG) I.2.8 Incorporate into the College catalog's listing of courses a statement indicating whether courses are offered at the time of publication and whether courses will be available each semester, Fall only, or Spring only.

****

This task statement, I.2.8 was proposed and unanimously approved by College Council. It was created in response to Middle States Recommendation 7.

Status Report 1997

The 1997 catalog will contain notations within the course description sections to specify when courses are offered.

DG refers to the administrator, in this case, Davie Jane Gilmour.* I.2.8 *refers to the task statement number, and* MS 7 *identifies this as a Middle States recommendation. All Middle States recommendations/tasks have been set off within two lines of asterisks, to help the reader identify them.

1997
PHILOSOPHY, MISSION AND VISION STATEMENTS

Philosophy Statement

We believe in the dignity and worth of all individuals. We believe learning is a lifelong process and that all individuals should have opportunities for lifelong education. We believe education should help individuals develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. We believe education should also provide for personal enrichment. To prosper in a complex and changing society, we believe individuals must learn to think independently, value logical and tested conclusions, develop problem solving abilities, and function effectively with other people. We believe that competent performance contributes significantly to individual health and happiness and benefits the organizations and communities in which individuals work and live. We believe the College is an integral part of the community and state it serves and must respond to identified needs and interests. In delivering education services, we believe there is no substitute for the pursuit of excellence.

Mission Statement

Pennsylvania College of Technology is an affiliate of The Pennsylvania State University and is granted the benefits and responsibilities of the status of The Pennsylvania State University as a State-related institution and as an instrumentality of the Commonwealth of Pennsylvania. Pennsylvania College of Technology offers a comprehensive array of associate and baccalaureate degree programs with a strong emphasis on technology. The College is a statewide focused institution with extensive commitment to hands-on career programming.

Pennsylvania College of Technology seeks to implement its philosophy by providing:

* quality occupational and transfer programs and services.
* accessible full- and part-time educational opportunities and services which address a wide spectrum of individual needs and abilities through varied formats, schedules, geographic locations, and short-term courses.
* educational programming related to economic and employment realities.
* enriched career options through cooperative projects with industry, business, professions, government, and other educational institutions.
* comprehensive degree programs which integrate communications, math, science, technology, humanities, interpersonal skills, reasoning, and physical health and safety.
* opportunities to develop skills needed to enter and succeed in programs.
* opportunities to extend and upgrade skills, knowledge, and interests through lifelong education.

* articulation and programming with secondary schools.
* Career planning assistance based on knowledge of student abilities, interests, personal values, and job market realities.
* opportunities to develop personally, socially, and culturally.

Providing excellence in instruction and appropriate educational opportunities, at a reasonable student cost, are the College's highest priorities. The College is accountable for its mission within the limitations of its physical and financial resources.

College Vision Statement

Pennsylvania's Premier Technical College

Revised March 27, 1997

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT)

The College Long Range Planning process derives a great deal of its direction from the research efforts of the Office of Strategic Planning and Institutional Research. The planning process "Part III" demonstrates the inter-relationship between research and planning and the role of Governance in this process.

Each Year the Long Range Planning Committee of College Governance reviews all institutional research reports. One of the major functions of this committee is to develop a list of institutional strengths, weaknesses, opportunities and threats (SWOT) that will be submitted to President's Council and form the basis for planning an operational activity during the coming year. This process combines the elements of collegiality and research-based decision making that is critical to keeping the Plan current and responsive to new events in the environment. The institutional strengths, weakness, opportunity and threat identified consistent with the above are enclosed in each Annual Update of the Long Range Plan.

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Strengths

1. Student-centered environment demonstrated by the results of student survey research. Academic remediation activities such as; group probation process, mid-term Intervention, developmental education, tutoring, and other academic support services are provided. Extensive financial aid opportunities are available. Comprehensive services to special needs and nontraditional students (adults, unemployed, and those with disabilities) through such support programs as: Women's Center, New Options, New Choices, and Project Choice.

2. Unique, evolving, and innovative curriculum portfolio with a diverse array of quality programs responding to current market conditions as forecast in Workforce 2000, emphasizing experiential education and providing bachelor degree opportunities for students who want to continue education beyond certificate and associate degree levels.

3. Dedicated and conscientious faculty with diverse backgrounds who are competent, student focused, and current in their fields as demonstrated by high ratings for quality of instruction.

4. Small class sizes providing individual attention to students demonstrating College's emphasis on teaching and learning.

5. Exemplary-state-of-the-art facilities that are aesthetically pleasing, clean, and provide a student-focused, safe learning environment.

6. Business and industry linkages such as: advisory committees, Cooperative Education, Technology Transfer Center, Plastics Manufacturing Center, Toyota, Ford, Mack Truck, AMP, Textron Lycoming, Caterpillar Excellence Fund, Tech Prep, and School-to-Work. These Liaisons enrich the academic program for students and provide professional growth opportunities for faculty and staff.

7. Recognition and success in a competitive environment through all appropriate accreditations and endorsements.

8. Strong financial condition despite growing budgeting challenges and inadequacy of state funding.

9. Commitment to excellence: energetic staff willing to work very hard to achieve maximum success in numerous and diverse initiatives that bring recognition to the College and provide opportunities for all students.

10. Strong, presidential and administrative leadership that is entrepreneurial, innovative, proactive and progressive; requires excellence, recognizes exemplary performance, and presents a clear vision of the future.

11. Institutional commitment to the application of technology in both academic and administrative environments, including an organizational structure that provides for the integration of these related services: administrative and academic computing, telecommunications, library, media, distance education and instructional technology.

12. Expanding and improving College Library with an enlarged collection, enhanced staffing and improved services, integration with academic programs, collection automation, expanded hours of operation and a commitment to future operational, resource, and facility expansion.

13. Successful demonstration of student outcomes of learning as documented through placement assessment, employer assessment and learning outcomes assessment.

14. Integrated approach to strategic planning linked with annual operations and resource allocation as well as staff assessment.

15. Multiple opportunities for collegial involvement through internal College Governance, Middle States, Presidential Quality Commission, Presidential Marketing Commission, and President's Forums and convocations for employees and students.

16. Comprehensive research-based assessment activities which provide valuable information to be used for marketing, recruitment, enrollment management, and program evaluation.

17. Support of the educational programs through extensive resource identification including acquisition of grants, contracts, and philanthropy.

18. Exceptional working environment in terms of employee compensation, institutional concern for each employee, contemporary facilities, and institutional support for each person's role.

19. Prestige of the Penn State affiliation.

20. Strong community respect, visibility, and a positive image that results in an expanding recognition of the College as the primary community asset and as Pennsylvania's premier technical college.

21. Instructional equipment, comparable to or exceeding industry standards. Institutional commitment to providing this instructional equipment to give students extensive experiential learning opportunities.

22. Special purpose facilities that enable the College to showcase itself such as: Le Jeune Chef, Professional Development Center, Community Arts Center, The Victorian House, and The Village at Penn College.

23. Increasingly diverse student body, including a growing population of international students.

24. Open, safe, and friendly environment where clients and visitors receive utmost attention and consideration.

25. Commitment to contribute to the quality of life for the students, community, and region through the involvement with the Community Arts Center.

26. College owned and operated student housing.

27. Excellent College-wide computer network with Internet access.

28. Outstanding non-credit programming through the Technology Transfer Center.

29. Growing summer term enrollments, particularly in developmental courses.

30. Expanded student life opportunities including a new student orientation program, a student leadership development series, a new focus in Student Activities, a Coffee House series, a Student Ambassador program, a Presidential Scholars program, a Parents' and Family Weekend, and new Athletic programs such as archery and men's and women's basketball. An honor society was also chartered.

31. Increasing enrollment of academically talented students.

32. Future enrollment expansion from expanded recruitment activities.

33. Ongoing positive working relationship with the Penn College Education Association.

34. Expanding scholarship opportunities that will allow the College to target talented students for recruitment.

Weakness

1. Limited availability of comprehensive services and programming opportunities on evenings and weekends.
2. Inconsistent participation in internal governance system.
3. Limited funding for staff and faculty development.
4. Some evidence of insensitivity toward persons with diverse backgrounds, lifestyles, and interests.
5. Increasing dependence on part-time faculty.
6. Declining retention and graduation rates.
7. Inadequate options and resources to meet the needs of undeclared or misplaced students.
8. Need to develop a traditional college environment and options without traditional college programs.
9. Limited College name recognition that restricts our applicant pool for faculty and staff recruitment.

Opportunities

1. Expanding need in the job market for highly skilled technicians, a niche for which the College is competitively positioned.

2. Expand utilization of facilities at non-peak times.

3. Continued expansion of program offerings in selected fields beyond the associate degree.

4. Increase in the number of students with strong academic ability.

5. Increase alternate methods of delivering instruction: outreach programs, independent learning, instructional technology, and distance education.

6. Expand international educational opportunities through student recruitment, faculty development, and program enrichment.

7. Potential to increase the number and quality of student enrollments by implementing recommendations from the President's Marketing Commission, President's Quality Commission, Retention Committee, and Scholarship Committee.

8. Expanded opportunity to offer specialized programs to business.

9. Increased program attractiveness through voluntary accreditation.

10. Addition of new staff with new ideas through growth in enrollment.

11. Projected statewide increases in high school graduates.

12. Expanded programming opportunities with growing residential population through Residence Life programs offered by the Village Council. This population should enhance the attendance at College-wide student activities.

13. Expand boundaries of campus with new opportunities for enrollment, services, facilities, and programs.

Threats

1. Disproportionate share of College revenue being generated by student tuition and lack of success in securing funding levels comparable to that provided Penn State University and other state related universities.

2. Impact on all College operations of a changing state and federal policy.

3. Reliance upon, and unpredictability of, soft money for funding many significant student and academic services.

4. Barriers to campus expansion onto adjacent land.

5. Duplication of College programs throughout the region by other public colleges and universities, often at lower tuition than at our institution.

6. Continuing significant acceleration of costs over which the College has little control (insurance, utilities, etc).

7. Difficulty in marketing the College as a result of the surrounding neighborhood.

8. Growing move toward taxation of certain College operations by local government.

9. Limitations of Penn State affiliation that preclude lobbying activities, restrict capital expansion and fail to adequately recognize Pennsylvania College of Technology needs in Penn State priorities.

10. Inadequate appreciation of the value of technical education across Pennsylvania.

11. Limited recognition of and identity confusion regarding Pennsylvania College of Technology.

12. Insufficient College owned student housing.

MAJOR INSTITUTIONAL INITIATIVES

The size of the Long Range Plan, as well as its specificity presents some difficulty in presenting a "short list" of primary agenda items for the institution on a annual basis. To counteract this problem, the College developed on an annual basis a list of major institutional initiatives that represent the most important undertakings that the College will address in its operation during a given year. Each of the initiatives is drawn from elements of the Plan, and most have multiple references within the Long Range Plan and will impact the Management by Objectives operating plan of numerous administrators. Major Institutional Initiatives are set more for public consumption than planning and operational purposes. Nonetheless, this "short list" of institutional initiatives is helpful in focusing attention on the College's major activity during any particular year.

The Major Institutional Initiatives are developed by President's Council and affirmed on an annual basis by the Governance System. The Major Institutional Initiatives for the 1997-98 follow.

PENNSYLVANIA COLLEGE OF TECHNOLOGY

MAJOR INSTITUTIONAL INITIATIVES

1997-98

- **Fully implement "5000 by 2000" Plan**

  * Develop strategies for national marketing of baccalaureate programs.

  * Continue to implement the findings and action steps of the President's Quality Commission.

  * Expand activities to recruit academically-talented students.

  * Continue the efforts and implement the recommendations of the President's Quality Commission.

  * Implement and evaluate the scholarship program.

  * Develop a more collegiate atmosphere for students by expanding student life opportunities.

  * Increase activities in international education and implement the College's Multicultural Education Plan.

  * Continue to implement the plan for distance education.

- **Increase emphasis on teaching and learning, student quality and instructional excellence through the examination of the advisor's role, focused advisor development, and a systematic evaluation of the course syllabus as a learning tool/contract with students.**

- **Continue to seek equalization of per-student state funding levels of Penn College, relative to Penn State and other state-related universities.**

- **Continue to strengthen the College curriculum portfolio through program development, review and revision.**

- **Increase the amount of College-owned and operated student housing.**

- Continue property acquisitions to eliminate blighted and unsafe conditions in the neighborhood and expand the campus.
- Continue efforts to gain priority funding for the Instructional Design and Delivery Facility.
- Finalize planning and commence construction of the College Services Center.
- Plan for and host the North American Council of Automotive Teachers (NACAT) Conference in the Summer of 1998.
- Create the main gateway to the Penn College campus and take advantage of new land acquisitions for potential site expansion.
- Enhance the relationship with Penn State while maintaining the vision of HB1086 and the Memorandum of Understanding.
- Establishing a Presidential Commission to study alumni relations.
- Review and revise the College's Policy and Procedures Manual.

PART II

AREA, GOAL, AND TASK STATEMENTS

GOAL AREA: INSTRUCTION

To provide a program of general academic instruction and occupational instruction which sets and maintains high standards of performance, is accessible in terms of time, cost, and location, encourages students and staff to explore new ideas and ways of thinking, instills an appreciation for learning as a lifelong activity, and establishes immediate and long-term student success as the measurement of program validity; within this framework, to design and deliver instructional services which emphasize:

- Assessing the academic, occupational, vocation, social, and cultural needs and interests of each student or client
- Developing and applying the process of inquiry, research, problem definition, analysis, critical thinking, and problem solving
- Exploring and using different approaches and innovation in instructional delivery
- Respecting the ideas, interests and concerns, contributions of other individuals, and their rights and dignity
- Providing all students with a sound working knowledge of communications, mathematics, social, and cultural skills sufficient to succeed in their studies and prepare them to live effectively in society.

GOAL

I-1 **Standards for Credentials**

Establish and apply clear, consistent standards for each of the academic credentials offered by the institution. These standards should include:

- Differentiation between baccalaureate degree, associate degree, certificate, and competency credential (or other short-term credential).
- Determination of the extent coursework taken in one credential (certificate for example) can be applied to another credential (degree)
- Defined core requirements to be applied to all programs within a particular credential.

TASKS

DG-I.1.1 The College will complete development of core competencies for associate degree and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement I.1.1 was retired from the list of active tasks as completed.

DG - I.1.2 The College will develop appropriate placement procedures, competency assessment, and alternatives for developing outcomes which are needed to attain core competencies.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement I.1.2 was retired from the list of active tasks and requires routine maintenance.

DG - I.1.3 Based on degree definition, the College will develop definition of certificate, competency credential, or other appropriate credential for nontraditional students.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement I.1.3 was retired from the list of active tasks as completed.

MS I.aa
(DG) I.1.5 Penn College should insure that in the development of baccalaureate level programs, all Junior and Senior level course offerings in both the Major and Core or support areas are in fact Upper Divisional offerings that build upon the lower divisional programs.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement I.1.5 was retired from the list of active tasks and requires routine maintenance.

MS II.k. ASI
(DG) I.1.6 Conduct in-service training for faculty and staff responsible for credit by exam and credit for life experience so implementation is more uniform and consistent. (Outcomes Assessment)

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement I.1.6 was retired from the list of active tasks and requires routine maintenance.

DG - I.1.7 The College will continue to develop and refine requirements for baccalaureate degrees.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on September 24, 1996, Task Statement I.1.7 was retired from the list of active tasks and requires routine maintenance.

****

MS 1 ASI (DG) I.1.8 Resolve issues and concerns related to upper-level courses including: (a) appropriate numbering, relationship of number to content/place in the curriculum sequence, and differentiation between 100, 200, 300, and 400 level courses. (b) Availability of upper level general education courses. (c) Minimums for number of upper-level courses in a specific curriculum..

****

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement I.1.8 was retired from the list of active tasks and requires routine maintenance.

****

MS 4 CURR (DG) I.1.9 Work to achieve consensus on recommendations to Governance concerning revision of matters covered in the proposed "Supplement to the Gray Document."

****

Status Report 1997

By vote of the Curriculum Committee and College Council on October 22, 1996, Task Statement I.1.9 was retired from the list of active tasks and requires routine maintenance.

MS 5.a.
CURR
(DG) I.1.10

Include in program development, a plan (including a time-table outlining the process for seeking accreditation when such accreditation is a significant factor affecting, for example, scholarships, grant funding or graduate work.

Status Report 1997

By vote of the Curriculum Committee and College Council on October 22, 1996, Task Statement I.1.10 was retired from the list of active tasks and requires routine maintenance.

GOAL

I-2

Curriculum Portfolio
Regularly evaluate and modify as needed the College's overall curriculum portfolio to insure that the number of instructional programs can be effectively managed, that the program offerings are up-to-date and responsive to identified statewide needs, and that the program offerings demonstrate academic quality and overall fiscal soundness.

TASKS

DG - I.2.2

The College will provide quality instructional, occupational and technical courses and programs which provide students with employment opportunities, job upgrading, and enhanced personal opportunities.

Status Report 1997

The following were approved through the formal Curriculum Development and Approval process:

New Baccalaureates:

- Civil Engineering Technology

- Printing and Publishing Technology
- Accounting

New Associate Degree majors:

- Diesel Technology: Mack Emphasis
- Heavy Construction Equipment Technology: CAT Emphasis
- Banking
- Building Construction Technology: Masonry Construction

New minors:

- Printing and Publishing Technology
- Finance
- Information Systems

Program Revisions:

- Graphic Communication
- Environmental Technology
- Office Technology

DG - I.2.4 The College will design and implement clear linkage between instruction in one class and instruction in related classes so that core competency skills are maximized and that students maximize their competence in content or career areas.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement I.2.4 was retired from the list of active tasks and requires routine maintenance.

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MS II.j.ASI
(RM) I.2.5 Academic Affairs will explore and implement strategies for integrating global perspectives and individual and cultural differences across the curriculum in certificate and associate degree programs. (Equity & Diversity)

****

Status Report 1997

Two of the College's associate degree programs include diversity requirements via diversity-designated electives.

As the College continues to add faculty, it remains sensitive to the need for increased diversity within the faculty itself as a means of indirectly integrating diversity in the classroom. For 1997-98 three such faculty were hired.

MS 7 CURR (DG) I.2.8	Incorporate into the College catalog's listing of courses a statement indicating whether courses are offered at the time of publication and whether courses will be available each semester, Fall only, or Spring only.

Status Report 1997

The fall 1997 catalog will contain notations within the course description sections to specify when courses are offered.

GOAL

I-4 **Outcomes Assessment**
Design and implement an outcomes-oriented measurement of student and client success in meeting their identified educational objectives as a means of assessing institutional success.

TASKS

MS I.a. COUNCIL (DG) I.4.1	Improve outcomes assessment, the use of outcomes assessment, to improve teaching and learning. (Several years of work will be necessary to design, implement, evaluate, and improve this initiative.) (Outcomes Assessment) Provide administrative direction and support for improvement of OA, including: • assigning responsibility for OA, and • linking OA as a 1991-92 "Major Institutional Initiative" (Outcomes Assessment) Set priorities, plan and implement a systematic OA program, including: • create an OA Planning and Implementation Committee; • include faculty on the committee who would pilot test various OA strategies; • write an OA Plan and evaluate its implementation status on a yearly basis. (Outcomes Assessment)

Status Report 1997

By vote of the Curriculum Committee and College Council on October 22, 1996, Task Statement I.4.1 was retired from the list of active tasks and requires routine maintenance.

DG - I.4.2 The College will assess students' attainment of core competency skills which will enable them to implement systematic problem solving strategies and be prepared to maintain learning as a lifelong pursuit.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on September 24, 1996, Task Statement I.4.2 was retired from the list of active tasks and requires routine maintenance.

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MS I.j AS
(DG) I.4.5 Strengthen the links between existing data, beginning with the "Program Review," and improvements in teaching, learning and other services in all areas at all levels, including:

- assist faculty and administrative staff to use data that is already available to improve teaching and learning;
- examine and use data trends that are reflected by several years' worth of data, versus using single year data for analysis and planning;

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Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement I.4.5 was retired from the list of active tasks and requires routine maintenance.

GOAL

I-5 **Foundation Skills**
Ensure that students have sufficient foundation skills in communication, computation, problem solving, and critical thinking to benefit from instructional experiences and to apply effectively their learning beyond the College.

TASKS

JF - I.5.1 The College will assess students' entering academic skills and provide instructional and personal support services to enable students to attain their educational objectives.

Status Report 1997

By vote of the Student Affairs Committee and College Council on April 3, 1997, Task Statement I.5.1 was retired from the active tasks and requires routine maintenance.

Academic Support Services provides to students preparing for placement tests a "Math Review" packet containing exercises similar to those in the test. Students are permitted the opportunity to access math skills in a non-threatening format, and tutoring is provided for those who need additional support.

Students who test as "low scores" receive review packets in English, reading and math. One-on-one remediation is available for those interested.

Students on academic probation with a GPA of 1.0 or lower met with support staff to formulate a Plan for Success. Extensive tracking of these contacts and prescriptions is done for both semesters.

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MS Rec I.k (DG) I.5.2 The College will assess the success of students who enter with academic weaknesses.

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Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement I.5.2 was retired from the list of active tasks and requires routine maintenance.

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MS I.b. CURR/ASI (DG) I.5.3 Direct attention to critical thinking and problem solving abilities of students, including:

- assessment of student development and learning relative to critical thinking and problem solving;
- integrate critical thinking and problem solving into the curriculum at the college, program and course levels;

- affective dimensions of the A.A.S. core competencies. (Outcomes Assessment)

****

Status Report 1997

This task also grew from a recommendation of the Outcomes Assessment Self-Study committee that was part of our MSA Self-Study. Program review examines these items within the parameters of the entire curriculum. In Addition, the recently approved new course numbering system should address the prerequisite knowledge and course level issues.

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MS I.r. CURR/ASI (DG) I.5.5 Promote the following curricular initiatives: interdisciplinary education cultural/diversity awareness, writing across the curriculum, fitness/wellness course work, information literacy through the use of curriculum development and staff development activities and through strategies like the formation of quality circles and interest groups. (Teaching-Learning)

****

Status Report 1997

Gained curriculum approval for an additional diversity-designated course (Death and Dying) and for an additional STS course (Science of Spaceflight).

Conducted a Writing Certification Workshop, which added nine faculty to the list of faculty approved to teach writing-enriched courses,

Faculty Development Specialist Continues to "connect" faculty with common curricular interests/needs.

Colloquium Series offers focused topics to an audience of faculty, students, staff from across the College including, for example, "The Flow of Feminism in 'Designing Women'."

DG - I.5.6 Librarians and faculty will continue to develop strategies to meet the information literacy needs of all students through the following mechanisms: 1) basic bibliographic instruction in introductory English classes, 2) database management and search skills through introductory computer science classes, 3) Internet availability and training ability and

training for all students, and 4) program-based bibliographic instruction and library based assignments.

Status Report 1997

In 1996-97, 161 bibliographic instruction classes, reaching 2832 individuals, were presented, representing a 17% decline from the previous year's high of 195 classes. Seventy-one of the 73 English 111 sections scheduled during both semesters participated. This represents a 9% rise in English 111 classes. 74 classes were with other subject-specific credit classes (a 27% decline), and 16 were for non-credit groups, such as New Horizon, and for faculty/staff development. The decline in subject-specific credit classes may be attributed to both library staff availability and a decline in requests.

Library faculty trained Computer Science faculty during start-up week 1996 to prepare for implementation of the new CSC 111 course in the fall, which incorporated database management using the PROTEUS system into the syllabus. Librarians also worked with the Director of Outcomes Assessment to incorporate library instruction into ORN 299 "Career and College Orientation" for the Developmental Semester.

Internet access is now available to all students in various open labs, including the one in the library. Free open-access classes in Internet searching are offered to all students during the first weeks of each semester. Internet resources and search techniques were incorporated into many of the bibliographic instruction classes. Special emphasis was given to the appropriate evaluation and use of Internet resources.

General library usage continues to increase as faculty make more library-based assignments. Circulation for 96-97 was up 19%, and our patron counts indicate a more than 152% increase. The substantially higher patron counts reflect the substantial increases in reference demands and use of non-cuculatin resources reported by library staff.

GOAL

I-7 **Instructional Delivery and Management**
Provide quality instruction for students through systematic instructional planning, effective instructional delivery, and responsible instructional management which maximizes students' attainment of their educational goals.

TASKS

DG - I.7.1 The College will design and implement quality instructional strategies which develop students' mastery of core competency skills recommended by the Academic Standards and Issues Committee and endorsed through governance procedures.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement I.7.1 was retired from the list of active tasks as completed.

DG - I.7.2 The College will support development and implementation of instructional delivery innovations which:

- Increase response to varied learning styles
- Broaden time schedule and location access to instruction
- Increase student mastery of targeted competencies.

Status Report 1997

Activities included:

Refilling of the position of Instructional Systems Specialist with new personnel charged with the design and implementation of new instructional programming utilizing technology.

Development of an Instructional Technology Plan which attends to the overall installation, application and evolution of instructional technology equipment campus-wide.

Coordination of faculty instructional needs in instructional design and technology by the Faculty Development Specialist. Activities included faculty development workshops in special needs areas, one-on-one training and consultations, and referral to the Instructional Systems Specialist for development of special instructional projects.

DG - I.7.3 The College will support student success through designing and implementing instructional management activities in the classroom such as attendance monitoring, regular evaluation and constructive feedback to students on their progress, and instructional modifications in response to students' need within the limits of the legal requirements and institutional feasibility.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement I.7.3 was retired from the list of active tasks and requires routine maintenance.

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MS 9 CURR (DG) I.7.4 Design and offer increased inter-disciplinary coursework; involve teams of cross-disciplinary faculty in the creation and presentation of that coursework

****

Status Report 1997

"Learning Communities" faculty committee is exploring a focus topic which will then link courses within several disciplines (e.g., biology, history, English).

Biology faculty functioned as quest lecturers for PA students and delivered the Cadaver Anatomy course for those majors.

Colloquium Series brings together faculty from across the College to present or learn from diverse topics ranging from psychology to physics.

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MS 14 CURR (DG) I.7.5 Convene an ad-hoc committee of faculty from across the divisions, named by Dean of Instruction, to examine the need for a formal final exam period and make recommendations to the Calendar Committee and President.

****

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement I.7.5 was retired from the list of active tasks as completed.

GOAL AREA: STUDENT SUPPORT

To develop an atmosphere in which all students are encouraged to identify personal goals and define a plan for achieving them through an active commitment to learning, a strong sense of self-direction, self-confidence, self-worth, and respect for others. To provide a program of student support to accomplish a smooth progression through the recruitment, admission, career definition, financial planning, social and cultural development, and job entry processes for each student.

GOAL

SS-1 **Student Recruitment**
Determine appropriate program by program enrollment goals and implement recruitment strategies that effectively market the College to potential students and allow program enrollment projections to be met each semester.

TASKS

JF - SS - 1.5 The College will expand student recruitment activities, consistent with the findings of the Marketing Task Force, as outlined in the 1994-95 Marketing Plan.

Status Report 1997

The College has expanded its recruitment activities. For the Fall 1997, the Admissions Office participated in approximately 700 different recruitment events including out-of-state activities in New York, New Jersey, Delaware, Maryland and Connecticut. There are 109 active applications (offered accepts and tuition deposits) for Fall 1997 compared to 62 for Fall 1996.

Increased communication with foreign embassies regarding student recruitment has taken place. Promotion packets (including videos, brochures, and application) are given to currently enrolled international students to distribute. A policy regarding the use of TOEFEL was adopted by AS&I and approved by the President,

which provides for a minimum score of 500 or prescribed remediation in the home countries.

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MS 5.h CURR/ASI (DG) SS.1.6 Standardize admissions and remediation criteria for baccalaureates, permitting use of automated systems and clarifying admissions and transfer protocol.

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Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement SS.1.6 was retired from the list of active tasks and requires routine maintenance.

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MS 15 CURR/ASI (DG) SS.1.7 Consider assigning a value to competencies rather than to specific courses so as to maximize the acceptability of work completed elsewhere.

****

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement SS1.7 was retired from the list of active tasks and requires routine maintenance.

GOAL

SS-2 **Student Retention**
Expand retention practices that enhance student opportunities for academic success.

TASKS

DG - SS.2.5 The College will assess and revise as needed developmental coursework required of a student before attempting regular courses.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 23, 1996, Task Statement SS.2.5 was

retired from the list of active tasks and requires routine maintenance.

JF - SS.2.8 Review and revise, as needed, educational programs and services for international students.

Status Report 1997

Academic tracking for international students, including student contact following midterm grades and final grades was instituted. There has been an increase in faculty reporting to the International Office when problems occurred or assistance was needed. Assistance is provided to students needing help with immigration regulations in order to keep documents current. There is regular reporting to embassies when requested. There has been increased use by international students of the Tutoring Center.

International Folk Festival was held on September 10, 1996, for students and community to share the diverse cultures of Penn College. Plans are underway for an expanded event on September 9, 1997.

JF SS.2.9 The College will review and expand, as feasible, the academic intervention and support services provided to students.

Status Report 1997

By vote of the Student Affairs Committee and College Council on April 3, 1997, Task Statement SS.2.9 was retired from the list of active tasks and requires routine maintenance.

Counseling and Career Services participated in several programs designed to provided academic intervention and support. The Midterm Intervention workshops, (1.0 <) intervention process at Late Registration in January, and the Group Probation which takes place in June. These are required of students to improve their academic performance and track their programs. Counseling and Career Services is involved as teaching faculty for portions of the Developmental Semester ORN 299 class.

Programs such as Project Success and Supplemental Instruction are offered in the summer session and the fall semester.
The Registrar's Office begins the exit interview process referring students to avail themselves of other professional services on campus.

MS 5.g .SAC
(JF) SS.2.10

Identify and employ qualified tutors for 300/400 level courses both to maintain the effectiveness of the Tutorial Center and to enhance BS students' success.

Status Report 1997

By vote of ihe Student Affairs Committee and College Council on September 12, 1996, Task Statement SS.2.10 was retired from the list of active tasks and requires routine maintenance.

JF - SS.2.11 Academic Support Services, in consultation with appropriate segments of the campus community, will develop a set of strategies and a plan for implementation to assist the college in the retention ofstudents.

Status Report 1997

Additional offerings in Project Success (summer & fall) and Supplemental Instruction are provided.

Faculty of 300/400 level courses were asked to provide names of students who "qualified" as tutors for advanced courses. In addition, students at Lycoming College and Bucknell University were solicited for tutors

GOAL

SS-3 **Part-time Nontraditional Students**
Expand educational opportunities and appropriate support services for non-traditional students.

TASKS

MS I.t SA (JF) SS.3.4	Improve services to part-time evening students to include the following: 1) Develop a means of communication for this group that provides them with information appropriate to their choice of class time and the best way to interface with College Services during that time; 2) Develop a two-year list of course offerings that will facilitate part-time student planning in the major programs of choice for part-time evening students.

Status Report 1997

The Registrar's Office provides evening coverage throughout the first week of the semester, during the scheduling week, and also advertises phone-in scheduling for part-time and nondegree students. For Fall 1997, it will provide evening coverage throughout the semester on a specified, advertised day of the week.

The Fall 1997 Schedule brochure advertises weekend, evening and distance education course offerings to not only market the college but encourage part-time students to complete their education at a time convenient to them.

GOAL

SS-4 **Matriculation**

Expand intake services to insure that students matriculate in an expeditious fashion and are prepared to successfully undertake their choice of College studies.

TASKS

JF SS.4.3 The College will seek to expand the financial support mechanisms for students.

Status Report 1997

By vote of the Student Affairs Committee and College Council on April 3, 1997, Task Statement SS.4.3 was retired from the list of active tasks and requires routine maintenance.

The College has developed a greatly enhanced scholarship program designed to support its enrollment and quality initiative. For 1997-98, nearly $250,000 in scholarships will be awarded. New scholarship awards serve various audiences and address multiple needs. The scholarship program will be reviewed on an annual basis to ensure maximum effectiveness.

DG SS.4.4 The College will improve prematriculation assessment practices including articulation credit.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement SS.4.4 was retired from the list of tasks and requires routine maintenance.

DG - SS.4.5 The College will improve prematriculation opportunities for remediation of deficiencies.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement SS.4.54 was retired from the list of active tasks and requires routine maintenance.

GOAL

SS-5 **Student Life**
Enhance the campus social and cultural life for students.

TASKS

MS Rec 1.g (JF) SS.5.1	The College will improve mass communications between all campus segment.

Status Report 1997

College Activities expanded hours, services and programs, for all areas. Student Health Services has developed wellness programs with the Fitness Center and the nurse's position has been extended to a 12-month position. The renovation of the Campus Center to accommodate student programs has increased student activities and in turn participation. The recognition of new student organizations and revising SGA structure and governance. College Activities Board has become very active.

MS.I.d ASI (JF) SS.5.4	Initiate new data collection and analysis methods focused towards improvements in teaching and learning, including: begin using a standard student development assessment, specially to be determined by the planning committee, to assess the College's effect on affective, student development areas of growth and change. (Outcomes Assessment)

Status Report 1997

Individual data collection and analysis (focus on GPA, retention rates, graduation rates) of the following Academic Support Services programs: Project Success, Tutoring Center, New Options, LD/ASSET services, Act 101, PLACE, Project Choice. Aforementioned programs and services employed a quantitative approach to assessment. A qualitative approach was also incorporated into Project Success, Tutoring Center, and LD services.

Additional focus on developing a standard student development instrument has resulted in a recommendation to form a "planning committee" as mentioned in task statement to determine if

standardized commercial assessments (PEEK, ACT--ESS, Noel-Levitz' USA Group inventories) may be applicable for our needs
Recommendation: Get greater clarification of this task statement and 6.6 to determine future direction of outcomes assessment as it relates to Student Services.

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MS I.q. SA
(JF) SS.5.5

Extend the breadth of and provide ongoing opportunities for student development programs which focus attention on Independent living skills,
issues of student responsibility, self-worth, sexual harassment, respect for personal and cultural diversity, alcohol and drug use, etc. (Teaching-Learning)

****

Status Report 1997

By vote of the Student Affairs Committee and College Council on April 3, 1997, Task Statement SS.5.5 was retired from the list of active statements and requires routine maintenance.

The College's Student Development Model was piloted in 1996/97. It was a part of a comprehensive student leadership and community building program which began with Fall New Student Orientation. It consisted of a Student Leadership Weekend (included a fine dining experience in Le Jeune Chef restaurant) designed to assist students with personal development in a variety of areas and a Professional Development Track. Student Ambassadors, Resident Assistants, Student Government Officers and other identified student leaders were invited to attend, and all sessions were open to the general student body.

The Model concluded with a Senior Awards Banquet which recognized students for their leadership contributions. A permanent plaque honoring these students will be located in the Bush Campus Center. A Student Development transcript, a non-academic transcript, will list those leadership type activities that students have been involved with during their Penn College experience.

Additional new services include the Bridge program, Gay/Lesbian support group, and Aetna scholarship program. Other appropriate

programs that focus on leadership, cultural sensitivity, date rape, HIV-AIDS, the environment are presented throughout the year in various formats.

MS II.n SA (JF) SS.5.6

Create a programming board under student services with (2) work toward representative members to (1) evaluate the use of programs; programming the diverse student body; (3) extend programming to support academically-focused extra-curricular activities; (4) initiate mechanisms for evaluating programs; (5) extend activities scheduling to serve residential population; and (6) serve students at all campus locations. (Teaching-Learning)

Status Report 1997

By vote of the Student Affairs Committee and College Council on April 3, 1997, Task Statement SS.5.6 was retired from the list of active tasks and requires routine maintenance.

Campus Activities Board (CAB) has been very active with programming and has the largest number of students ever working with College Activity staff. SGA has developed a committee to appropriate funding for student organizations. Inter-Club Council has meetings regularly to provide support to the student organizations and advisors. North Campus has begun the process of establishing an SGA and several new student organizations. The Village Council has met with SGA to look at program opportunities.

MS 5.I SAC (JF) SS.5.7

Identify and implement mechanisms for enhancing the college experience, including co-curricular and social activities designed to serve the needs and interests of baccalaureate students.

Status Report 1997

By vote of the Student Affairs Committee and College Council on April 3, 1997, Task Statement SS.5.7 was retired from the list of active statements and requires routine maintenance.

All events are open to all students, certificate, two-year and four-year students inclusive. The expansion of programs, services, and hours of operation address the needs for students pursuing a four-year degree. All opportunities for involvement and leadership are open and available to bachelor level students.

****

MS 13 SAC (JF) SS.5.8 — Actively identify and recruit baccalaureate students to serve in leadership positions within student organizations including Student Government Association, orientation, student organizations, the Campus Activities Board, and other similar organizations.

****

Status Report 1997

By vote of the Student Affairs Committee and College Council on April 3, 1997, Task Statement SS.5.8 was retired from the list of active tasks and requires routine maintenance.

GOAL

SS-6 **Services for Students**
Ensure that services for students are delivered in an efficient and effective manner.

TASKS

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MS I.m ASI (DG) SS.6.4 — Strengthen the academic advisement system; determine its purpose publish its objectives; explore advisement alternatives. (Teaching/Learning)

****

Status Report 1997

A revised Academic Dean presentation as part of placement testing activities focuses on matters of immediate academic significance to new students.

Student Convocation includes 1 1/2 hour session with students and their School/department faculty prior to the start of classes.

New system for testing and advising SAT high scores in math provides one-to-one contact and the opportunity to gain direction for choosing among the math courses.

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MS I.ii SA
(JF) SS.6.5

The Health Care Office should be expanded to include services for those students in residence in campus-approved housing facilities and to expand services for evening students.

****

Status Report 1997

Health care hours during fall and spring semesters have been extended from 8:00 am - 3:30 p.m. to 8:00 am - 4:30 p.m. The College Nurse position has been expanded to full-time. The nurse is now available throughout the summer for the normal working hours. With the addition of campus housing, use of Health Services has increased for treatment and referral of student illness. A physician will be recruited to have limited on-campus services beginning with the Fall 1997 semester.

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MS II.d SA
(JF) SS.6.6

Assess the effectiveness of student support services using, for instance the Council for Assessment of Standard materials and evaluation packets.(Outcomes Assessment)

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Status Report 1997

No action reported for this year.

JF - SS.6.7 The College will review and expand, as feasible, the career and placement services provided to students.

Status Report 1997

A comprehensive program of career counseling services is provided to prospective as well as enrolled undecided students.

This includes sessions offered to General Studies students who have yet to identify a major. Also, sessions are provided to Associated students in the Health Sciences programs, who, based on total points, will not be moving into the program. These students are assisted with looking at other options including the selection of another major as appropriate.

Employability skills/job search programming is provided which includes work-based-opportunities (Coop), resume writing, interviewing and Internet job search workshops and credential services. Students have access to daily job posting through the JOBLINE. Students are notified of opportunities to interview with companies, and often, the Schools are involved in these visits to assist our students with placement.
The Spring Career Expo brings employers come to campus to interview for available positions. This year there were in excess of 50 employers in attendance.

The 1997/98 academic year brings the addition of an Assistant Director of Career Services.

JF - SS.6.8 The College will review, modify, and/or expand, as feasible, the Orientation and Welcome Day services to students.

Status Report 1997

By vote of the Student Affairs Committee and College Council on April 3, 1997, Task Statement SS.6.8 was retired from the list of active tasks and requires routine maintenance.

The very successful New Student Orientation Program was implemented for the Fall 1996 semester.

JF - SS.6.9 The College will continue the construction and undertake the operation of student housing.

Status Report 1997

The College has completed the construction of The Village at Penn College, which opened in January 1997. The facility is managed

by the Director of Residence Life and a staff of eight Resident Assistants. There are plans, which when implemented, will double the number of residents in College-owned housing.

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MS 5.c SAC (JF) SS .6.10 — Assess Counseling and Career Services' staffing and modify them as needed to respond to the needs of baccalaureate students.

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Status Report 1997

By vote of the Student Affairs Committee and College Council on November 14, 1996, Task Statement SS.6.10 was retired from the list of active tasks and requires routine maintenance.

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MS 5.e SAC (JF) SS.6.11 — Expand career assessment, career guidance and, in particular, job placement services.

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Status Report 1997

By vote of the Student Affairs Committee and College Council on November 14, 1996, Task Statement SS.6.11 was retired from the list of active tasks and requires routine maintenance.

GOAL AREA: ACADEMIC SUPPORT

To maintain a system of academic support services of sufficient depth, breadth, and caliber to help achieve fully effective instructional services; within this support system, to include course and curriculum development and evaluation, academic personnel development (including faculty development), library services, academic computing, media services, academic administration, experiential learning, and other activities as appropriate.

GOAL

AS-1 **Program Development Process**
Develop clear, consistent academic standards and written guidelines for development, revision, and deletion of curricula and courses.

TASKS

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MS I.n ASI (DG) AS.1.3 Develop a more comprehensive mechanism to more effectively asses courses. Use faculty, current and graduate students, employers and advisory committees in this effort. (Outcomes Assessment)

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Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement AS.1.3 was retired from the list of active tasks and requires routine maintenance.

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MS I.v ASI (DG) AS.1.4 Collect, analyze and report comprehensive data on transferability of courses to other colleges, including general education and technical curricular courses. (Outcomes Assessment)

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Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement AS.1.4 was retired from the list of active tasks and requires routine maintenance.

MS 10 (DG) AS.1.6 — Use a modified DACUM process during the development of baccalaureate programs whenever possible.

Status Report 1997

By vote of the Curriculum Committee and College Council on October 22, 1996, Task Statement AS.1.6 was retired from the list of active tasks and requires routine maintenance.

GOAL

AS-2 **Program Evaluation**

Develop clear, consistent academic standards and procedures for regular planned evaluation of effectiveness, quality, and accessibility of instructional programs.

TASKS

MS I.o ASI/CURR (DG) AS.2.2 — Establish rationale and criteria for identifying curriculums with selective and restrictive admissions; then formalize and operationalize those criteria. (Teaching-Learning)

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement AS.2.2 was retired from the list of active tasks and requires routine maintenance.

MS 2 LRP (DG) AS.2.3 — Expand use of Advisory Committees for BS with members representative of the scope of the program (i.e., local, state-wide, etc.)

Status Report 1997

By vote of the Long Range Planning Committee and College Council on November 14, 1996, Task Statement AS.2.3 was retired

from the list of active tasks and requires routine maintenance.

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MS 6
(DG) AS.2.4

Review program objectives of those baccalaureate programs identified by the Middle States team (Business Administration, Dental Hygiene, Information Technology, Legal Assistant and Technology Management) to ensure that they accurately reflect the specific competencies graduates will possess upon graduation.

****

Status Report 1997

By vote of the Curriculum Committee and College Council on March 27, 1997, Task Statement AS.2.4 was retired as completed.

GOAL

AS-3 **Staff Development**

Develop a staff evaluation and staff development system which supports quality instructional delivery, maintains staff currency in their areas of responsibility, and strengthens the College's ability to meet student educational objectives.

TASKS

DG AS.3.1 The College will refine procedures for evaluating staff performance and for providing development support for enhancing staff effectiveness in meeting student objectives.

Status Report 1997

By vote of the College Council on October 22, 1996, Task Statement AS.3.1 was retired from the list of active tasks and requires routine maintenance.

DG AS.3.2 The College will establish mechanisms for faculty and staff to provide feedback to supervisors relative to faculty and staff perception of the supervisor's performance.

Status Report 1997

By vote of the College Council on October 22, 1996, Task Statement AS.3.2 was retired from the list of active tasks and requires routine maintenance.

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MS I.d ASI
(DG) AS.3.3

Use qualitative data like student and faculty focus groups to gain feedback to improve teaching and learning;

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Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on August 27, 1996, Task Statement AS.3.3 was retired from the list of active tasks and requires routine maintenance.

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MS I.x. HR
(DG) AS.3.4

Expand current and develop new staff development opportunities for adjunct faculty. Such opportunities include a standardized orientation, extended supervision and involvement with departments. (Teaching/Learning)

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Status Report 1997

At the beginning of each semester, all academic schools are provided copies of the *Faculty Handbook* and *A Handbook for Adjunct and Part-time Faculty*. These resources are made available to any new part-time faculty. An orientation of the academic school, departmental meetings, and extended supervision has been handled by each school as needed.

The FRED (Faculty Resource Education and Development)Center continues to offer opportunities to both full and part-time faculty in all areas of instructional technology. The FRED Center offers training and resources to be used by all instructional staff. Many part-time faculty use the computers to access e-mail and the Internet.

MS 3
(DG) AS.3.6 Revise contractual policies to recognize the work/time intensive nature of teaching upper-level courses and delivering baccalaureate curricula.

Status Report 1997

By vote of the Academic and Issues Committee and College Council on April 22, 1997, Task Statement AS.3.6 was retired from the list of active tasks as completed.

MS 5.d
(DG) AS.3.7 Provide focused training for those faculty advising baccalaureate students.

Status Report 1997

The Faculty Development Specialist will provide focused faculty staff development and training in academic advising under the leadership of the Dean of Academic Affairs for the 1997-1998 academic year.

GOAL

AS-4 **Media and Computer Use in Instruction**
Establish and implement a plan for media and computer applications in the full range of curricula and in the delivery of instruction.

TASKS

MS 5.f
(DG) AS.4.4 Include in Computer Services' Planning, methods and time-table for providing access to networked computers for all faculty and maintaining current level of access for students.

Status Report 1997

The Penn College/PCEA Agreement, 1996-1999 now addresses faculty computing ratio, types of required software/platforms and a timetable for implementation across all faculty offices.

GOAL

AS-5 **General Academic Support Services**
Provide appropriate support services through library and reference services, media, experiential learning opportunities, advising, and other activities which maximize student and client opportunity to meet their educational objectives.

TASKS

DG AS.5.2 The College will design and implement activities which insure consistent quality instruction from class to class, instructor to instructor, and program to program.

Status Report 1997

The Faculty Development Specialist visited every faculty member on campus. Through his direct observation faculty with like needs, interests, etc. were identified and communication facilitated. This is a major institutional investment to assist in maintaining instructional quality.

GB - AS.5.3 The Pennsylvania College of Technology Foundation, Inc., will solicit and acquire appropriate instructional resources and equipment to enhance the quality of the College's educational programs.

Status Report 1997

The College Foundation continued the work of the Ad Hoc Committee, which had been charged with responsibility to examine closely the working relationship between the College and the Foundation, and recommend changes to strengthen this relationship. The Ad Hoc Committee completed its work Spring 1997 with the result that the Foundation will focus exclusively on raising scholarship support during the next few years to insure that sufficient support is achieved to further the College's quality initiatives and help meet student financial needs to support accomplishment of "5000 by 2000".

MS I.c SA
(JF) AS.5.4

Address the increase in under-prepared students as it pertains to teaching and learning. For example, strengthen support programs, explore new strategies to meet student needs, promote self-worth, etc. (Teaching and Learning)

Status Report 1997

Personal orientation services for international students include a handbook, a library of multi-cultural/international information, ESL Tutor in Tutoring Center, and communication with faculty and Academic Affairs regarding academic tracking and follow-up.

Support programs were strengthened by offering a five-week summer Bridge experience during which students have the opportunity to attend non-credit classes in English, reading, study skills, math and computers. At the conclusion, students are re-tested using the College placement test to determine if remedial course work is still required. On-going academic support including tutoring, study skills, supplemental instruction, Act 101, LD and handicapped services, and three career exploration groups are offered. Support groups targeting adults, single parents/displaced homemakers, gay/lesbian, and first semester students are also held within Academic Support Services.

This year was the first in which students were awarded an Aetna Focus Grant
scholarship based on criteria specified by the Aetna agency. Those meeting eligibility were given tuition for a three-credit reading course and textbook fees while being required to meet with Academic Support Services staff, attend support group sessions, and remain in good academic standing.

MS I.s
(RF) AS.5.5

To increase library funding to 3% of the College budget. (Library/ Instructional Resources)

Status Report 1997

By vote of the College Council on April 3, l997, Task Statement AS.5.5 was retired from the list of active tasks and requires routine maintenance.

MS I.ff (DG) AS.5.7	Increase staff so that a qualified librarian is on duty at all times to meet the demands of a growing and enlarged library requirement for an expanding college.

Status Report 1997

No new staff were hired in 1996-97. As in the previous year we hired a part-time librarian to cover Sunday hours and rotated our full-time librarians to cover Friday evenings and Saturdays. Therefore during the academic year, professional reference staff were scheduled at the reference desk 61 out of 86.5 hours per week or 70% of the time. A professional librarian is available 90% of the time. No professional library staff are available fro 9:00 to 11:00 p.m. weekday evenings, when the library is staffed by a classified-level Reference Assistant.

During the summer months a professional librarian is available during the day about 75% of the time. The evening hours are staffed by APT and classified staff.

MS I.gg (DG) AS.5.8	The plan for anticipated future expansion of the library, as noted in the self-study, should be accelerated as the collection and library utilization, in the judgment of the team, falls below minimal standards.

Status Report 1997

By vote of the Curriculum Committee, and College Council on October 22, 1996, Task Statement AS.5.8 was retired from the list of active tasks and requires routine maintenance.

MS I.hh (DG) AS.5.9	Consideration should be given to increase the staff to expand services to the faculty and to provide services for evening operations.

Status Report 1997

There were no new or expanded positions in 1996-97. The sole increase in library staffing for the 1997-98 budget was an increase from 185 days to full year for the classified Circulation Assistant.

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MS II.f.
(DG) AS.5.10

To develop an institutional information resource strategy to incorporate strategy to incorporate holdings outside the library proper. Such an initiative needs to be considered before or concurrent with the library automation process. (Library/ Instructional Resources)

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Status Report 1997

Progress continues on a long-term project to incorporate the architecture slide collection into the library's collection and catalog. Lack of staff time precluded further action in incorporating other campus resources, and work remains to be done in identifying such materials.

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MS II.cc
(DG) AS.5.11

Employ a full time qualified librarian and necessary support staff at the North Campus.

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Status Report 1997

The North Campus library presently employs a Coordinator (not a librarian), who devotes approximately half of her time to library duties, and a part-time Reference Assistant (25 hr./wk). There are no present plans to hire additional staff.

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MS II.ff
(DG) AS.5.14

The college, in view of its expanding statewide mission, should give mission, should give consideration to developing distance learning capabilities.

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Status Report 1997

Activities included:

The Distance Learning Plan has begun to be implemented. A lateral reassignment of personnel resulted in filling a position of Manager of Credit and Non-credit Distance Learning. This person will perform the administrative functions of program coordination, hiring of faculty, scheduling courses, and faculty development and training.

The College has joined the Consortium of Distance Education which allows purchase at reduced cost of PBS packaged programming.

A formal articulation agreement has been signed with Harcum College to offer the full completion of the Dental Hygiene bachelor's degree on their campus in Philadelphia utilizing a variety of distance learning modalities combined with compressed meeting schedules and face-to-face encounters.

The Manager and the Curriculum Development Specialist under the guidance of the Director of Instructional Technology and Distance Learning have developed an infrastructure plan that will coordinate students services, Library access, bookstore purchases, etc. for distance learners. A page on the college's Website has been dedicated to Distance Learning.

A Faculty Orientation Workshop has been developed and will be administered during the summer of 1997 for faculty delivering video-based and Internet-based course work. Student/ course evaluation instruments were developed and administered to all presently offered courses. The results of these evaluations will be used to improve and modify new or repeat offerings.

Classes offered during Spring 1996-97:
HTH-325 Health Care Delivery Systems
PPT-235 Plastic Injection Molding
PHA-320 Clinical Pharmacology

Classes planned for delivery Fall 1997-98:
NUT- 299 Nutrition
FIT- 201 Personal and Community Health
MGT-115 Principals of Management

MGT-110 Principals of Business
MGT-340 Human Resource Management
MCM-152 Introduction to Cinema

Between 12 and 15 additional faculty have been contacted and are in various stages of development of course work ranging from SCI-260 Biology and Society, MTH-158 Elementary Statistics, CSC-110 Introduction to Information Technology and ATM-340 Vehicle Electronic Systems

DG AS.5.15 Increase connectivity between North Campus and Main Campus libraries so more effective sharing of resources is expedited.

Status Report 1997

By vote of the Academic Standards and Issues Committee and College Council on April 22, 1997, Task Statement AS.5.15 was retired from the list of active tasks and requires routine maintenance.

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MS 11 LRP
(DG) AS.5.16 Continue the practice of committing a fixed percentage of the annual operating budget to the library to enable the College to acquire the media necessary to keep it on the leading edge of academic program delivery.

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Status Report 1997

By vote of the Long Range Planning Committee and College Council on November 14, 1996, Task Statement AS.5.16 was retired from the list of active tasks and requires routine maintenance.

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MS 12 LRP
(DG) AS.5.17 Review the need for realignment and/or additions of staff in the library whenever significant changes in curricular program demands occur and whenever the library acquires sudden infusions of capital for the acquisition of materials.

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Status Report 1997

During 1995-96 the Associate Dean for Information Technology and the Director of the College Library met together and separately with all library staff members to review work flow and reporting structure. Some minor changes in structure occurred, along with a more efficient meeting schedule. Recommendations, based on present work load, for increased staff (and for the realignment of responsibilities of the Coordinator of Library Information Technology (Ron Miller) were submitted in the 1996, 1997 and 1998 budget requests, but due to fiscal constraints none were approved in 96 and 97. The expansion of the Circulation Assistant to year round was approved for the 1998 budget.

GOAL AREA: INSTITUTIONAL SUPPORT

To provide an ongoing program of research, planning and evaluation which serves as the foundation for formulating and assessing annual and long-term goals and objectives, which provides support for effective management decisions, and which results in the development of human, fiscal, and physical resources needed to deliver the institution's programs and services.

GOAL

IS-1 **Executive Management**
Provide executive management systems which utilize strategic planning supported by valid and reliable research and evaluation data to formulate policy, make decisions, and implement actions through a well-designed organizational framework.

TASKS

DG IS.1.2 The College will establish a process of review to determine that the annual plan of action for the institution does focus on student achievements and establish a process of assessment to determine that the College has followed the plan.

Status Report 1997

By vote of the Long Range Planning Committee on February 18, 1997, Task Statement IS.1.2 was retired and awaits action by College Council.

DG IS.1.6 Each academic division will produce a five-year plan that anticipates staffing, equipment, curriculum, staff/faculty development, and resource needs. These plans will be assessed annually.

Status Report 1997

By vote of the Long Range Planning Committee and College Council on November 14, 1996, Task Statement Statement IS.1.6 was retired from the list of active tasks and requires routine maintenance.

GOAL

IS-2 **Budget and Finance**
Provide fiscal resources required to deliver approved programs and service within the framework of balanced budgets, adequate fiscal reserves, and sound financial planning.

TASKS

GB-IS.2.3 The Pennsylvania College of Technology Foundation, Inc. will coordinate special events such as the Endowment Fund Campaign, the Golf Classic Tournament, and the Sports and Recreation Festival to strengthen the monetary resources and to create goodwill within the community.

Status Report 1997

The College Foundation was active in completing the second Annual Fund campaign and hosting a very successful Golf Classic Tournament. The Golf Classic alone added several thousand dollars to the endowed scholarship fund. The Foundation continued the work of the Ad Hoc Committee, which had been charged with responsibility to examine closely the working relationship between the College and the Foundation, and recommend changes to strengthen this relationship. The Ad Hoc Committee completed its work Spring 1997 with the result that the Foundation will focus exclusively on raising scholarship support during the next few years to insure that sufficient support is achieved to further the College's quality initiatives and help meet student financial needs to support accomplishment

GB-IS.2.5 The College will, through the Development office, seek external finding sources to supplement institutional operations and expand institutional programs and services.

Status Report 1997

Almost $4 million in external funding was obtained for the 1996-97 year through grants and contracts. These funds were critical to support acquisition of instructional equipment required to maintain technological currency. Additional significant support was provided for direct services to students, e.g. tutoring, special assistance for individuals with disabilities and/or learning disabled, and career assessment/exploration. Support for staff development was secured, assisting College staff to keep their knowledge and skills current.

GB IS.2.6 Penn College Foundation will plan and execute an annual fund campaign for the purpose of soliciting funds from, but not limited to the following segments: alumni of WTI, WACC, and Penn College; local supporters and friends of the College; and employees of Penn College.

Status Report 1997

The second Annual Fund drive was successfully launched in May 1996. Through May 1997, contributions total close to the total raised during the prior year, with some contributions continuing to come in. For 1997-98 and beyond, the Annual Fund will be managed by the College, with the College and the Foundation sharing costs for conducting the Annual Fund drive on a basis which remains to be determined.

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MS 5.b
(GB) IS.2.7 Explore alternative means of financing for baccalaureate students, including the following optioned: scholarships (perpetual rather than annual), loan forgiveness programs, College employment, corporate sponsorships, institutional fund raising aimed solely at scholarships, alternative means of tuition payment, including prepayment upon acceptance.

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Status Report 1997

Significant attention to scholarship assistance has resulted in a commitment to increase such assistance from approximately $70,000 to more than $242,000 for 1997-98. Present plans call for further incremental increases in scholarship assistance for each of the three years beginning 1998-99.

GOAL

IS-3 **Human Resources**
Encourage and support (conceptually, financially) the contribution of each individual to their fullest potential by establishing clear and effective policies defining equitable hiring, promotion, benefits, professional development, and salary systems and promoting high standards of conduct and performance in an environment of genuine respect for each individual.

TASKS

WM IS.3.4 The College will examine alternatives and enhancements to the College's current benefit package as a strategy for recruiting and retaining competent staff.

Status Report 1997

By vote of the Human Resources Committee and College Council on November 14, 1996, Task Statement IS.3.4 was retired from the list of active tasks as completed.

DG IS.3.6 The College will examine alternatives and develop recommendations for integrating part-time faculty into institutional and divisional planning, curriculum development, and student support services.

Status Report 1997

An orientation is conducted by each academic school for adjunct faculty at the beginning of each semester, if needed. Adjunct faculty receive a copy of the College's *Faculty Handbook* (revised at the beginning of each fall semester) and *A Handbook for Adjunct and Part-time Faculty.*

All staff development classes are open to part-time faculty. Announcements are distributed via e-mail, New Week News, or special mailings. Each academic school provides adjunct faculty with information regarding school and departmental meetings.

Prior to the start of the fall semester, a one-day workshop is offered to all adjunct faculty. The workshop is held on a Saturday and offers a variety of session choices that focus on teaching and learning. Sessions held in August 1996 included: Adult Learners on Campus, What Kind and Quality of Writing Should I Expect From My Students?, Writing Tests, A Learning Journal, Critical Thinking Strategies for Technical Education, Learning Disabilities Support Services: Strategies for Teaching, The User Friendly Classroom, Mathematical Assessment: How is it Changing?, Incorporating Media in the Classroom and Calculators, Your Students and Your Course.

EDU 299, Education Theory and Practice, continues to be offered for all faculty.

MS Rec. I.p. (DG) IS.3.8	The College will implement a systematic program of leadership development for faculty and staff.

Status Report 1997

Leadership development is fostered through existing mechanisms such as focused staff development, use of department heads, Governance leadership, administrators who teach classes, etc. New leaders are identified, fostered and supported.

MS I.j (DG) IS.3.9	Strengthen the links between existing data, beginning with the "Program Review", and improvements in teaching, learning and other services in all areas at all levels, including: aggregate faculty evaluation data (supervisors' and students' ratings) so faculty can compare their ratings with others ratings across the college, schools and programs and courses where possible without violating confidentiality. (Outcomes Assessment)

Status Report 1997

By vote of the Academics Standards and Issues Committee and College Council on August 27, 1996, Task Statement IS.3.9 was retired from the list of active tasks and requires routine maintenance.

MS II.e HR (WM) IS.3.10	Establish a mentor program to assist new staff to adjust to the College's policies and procedures as well as to Williamsport and surrounding community. (Equity & Diversity)

Status Report 1997

The mentoring program has been in place and operational for new employees for three years. Staff from Human Resources work with the Staff Development Office to pair new hires with volunteer friends.

MS II.m. HR (WM) IS.3.11	Investigate and design an "employment package" for regular part-time faculty. (Teaching and Learning)

Status Report 1997

By vote of the Human Resources Committee and College Counci on November 14, 1996, Task Statement Statement IS3.11 was retired from the list of active tasks and requires routine maintenance.

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MS 8
(DG) IS.3.12 Adhere to the goal, "...to employ credentialed faculty while recognizing that, in some instance, technical expertise and classroom experience may substitute for high credentials."

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Status Report 1997

By vote of the Long Range Planning Committeeand College Council on November 14, 1996 Task Statement IS.3.12 was retired from the list of active tasks and requires routine maintenance.

GOAL

IS-4 **Physical Plant**
Create and maintain an attractive, functionally efficient physical plant and campus setting which effectively supports the programs and services of the College by enhancing the learning environment and which supports appropriate measures to provide environmental protection and safety.

TASKS

WM IS.4.1 The College will monitor physical plant operations to insure preservation of the present environment and will review renovations prior to implementation to insure changes consistent with programmatic needs.

Status Report 1997

All academic and administrative areas are reviewed by department heads on a regular basis in order to ensure that the physical plant is properly maintained. In cases where repairs are needed, the work order system functions to allow these repairs on an immediate basis. Representatives of General Services, the Office of Human Resources, the Safety Committee tour each building on campus once a year to plan for maintenance activities. In addition to that, the annual renovations list is exhaustively reviewed by Academic Affairs

and the Senior Vice President in order to prioritize and fund all necessary renovations.

WM IS.4.2 The College will monitor facilities' needs and advise the divisions of feasibility of renovations resulting from program changes. This will include, but not be limited to, costs and other facility requirements to determine a break-even analysis.

Status Report 1997

As referenced in IS.4.1, facilities in each of the academic areas are monitored on a regular basis by department heads and members of the senior staff. As program needs evolve and facility renovations are required, such renovations are proposed by the departments involved, reviewed by the academic schools, and eventually prioritized for funding by members of the senior staff.

WM IS.4.3 The College will review on a regular basis facility deficiencies to insure that needs are corrected and that facility deficiencies will not affect program requirements.

Status Report 1997

As referenced in IS.4.1 and 4.2, department personnel, through the work order system and representatives of the senior staff through building tours, monitor the adequacy of all College facilities.

WM IS.4.4 The College will, as additional expansion takes place, incorporate within the project review the changing needs for parking requirements.

Status Report 1997

With the addition of parking in the former site of the Handy Harmon and Petco properties, the College has ensured the adequacy of student parking for many years to come. Consistent with the above, all facility modifications include a review of the impact on parking.

By vote of the Facilities Committee and College Council on April 4, 1997, Task Statement Statement IS.4.4 was retired from the list of active tasks and requires routine maintenance.

WM IS.4.6 The College will undertake the financing, planning, and implementation of building programs and other facility renovations and enhancements.

Status Report 1997

Completed during the past year is the building program that resulted in The Village at Penn College which began operation in January 1997. The Victorian House was also completed. Currently, the College is undertaking a needs assessment for a building project that would include additional student housing and a College Services building in addition to several major renovations.

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MS I.e FACC
(WM) IS.4.11

The Facilities Committee of the Governance System at Penn College assume oversight for the following:

1. coordination of all Safety and Health Program activities,
2. education of all College employees, especially faculty who are responsible for laboratories where hazardous conditions may exist and student to whom the College has the obligation to provide a safe learning environment, and
3. a safe environment for all in regards to OSHA, EPA, and "Right-To-Know" legislation. (Library/Instructional Resources)

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Status Report

The Facilities Committee, through the Safety Committee, regularly inspects all areas of the College in order to ensure that a safe learning and working environment is maintained.

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MS I.u. FAC
(WM) IS.4.12

Recommendations to Facilities to:

1. assess classroom and laboratory seating (with both enhancement and replacement schedules)
2. assess classroom and laboratory environments in regard to climate and air quality. (Library/Instructional Resources)

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Status Report 1997

Academic Affairs regularly assesses classroom and laboratory seating and budgets appropriate replacement funds to meet the evolving needs in this particular area.

Regarding climate and air quality, the College took a major step forward by completing the HVAC renovations in the Advanced Technology and Health Sciences Center. Scheduled for the upcoming year will be an HVAC renovation at the College's Earth Science Center.

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MS II.b FAC (WM) IS.4.13 Provide increased security and protection of the personnel and physical property of the College by implementing a monitor system for fire and other hazardous conditions. (Library/Instructional Resources)

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Status Report 1997

By vote of the Facilities Committeeand College Council on November 14, 1997, Task Statement IS.4 13 was retired as completed.

WM IS.4.15 The College will coordinate the evolution of "Campus Security" to a campus police force.

Status Report 1997

By vote of the Long Range Planning Committee and College Council on February 18, 1997, Task Statement Statement IS.4.15 was retired as completed.

WM IS.4.16 The College will educate and inform the College community on the importance, results and outcomes of the recycling program utilized by the Pennsylvania College of Technology.

This new task statement was approved by the Facilities Committee on February 13, 1996, and by College Council.

Status Report 1997

The College continues to promote its recycling program consistent with opportunities that present themselves. It is understood that the College is currently involved in recycling activities to the maximum extent feasible.

WM IS 4.17 The College will investigate and make recommendations as to the feasibility of developing a linked system to tie together emergency systems in all campus facilities thus establishing fully net-worked protection system.

Status Report 1997

Multi-purpose alarm systems have been installed in several College buildings. These systems serve to alert the College Police in the event of an intrusion, fire, or other emergency. They provide protection to the following buildings:

Academic Center*	Lifelong Education Center*
Building Trades Center*	Learning Resources Center*
Community Arts Center	Professional Development
General Services	Technical Trades 1, 2, 3, 4*
Gymnasium*	Victorian House*
Metal Trades Center*	Morgan Valley Retreat

*Added in 1996-97

All of these systems are linked to a local control center, and they are monitored 24 hours a day. The College Police are notified immediately in the event of an alarm at any of these locations.

GOAL

IS-5 **General Administration and Logistical Services**
Create an efficient network or purchasing, computing, campus mail, motor pool, shipping/receiving and supplies, and related administrative and logistical systems which facilitate and support basic institutional operations.

TASKS

DG IS.5.1 The College will expand as appropriate the current level and quality of administrative computer and telecommunication support services.

Status Report 1997

- Added 320 ports to the phone switch to support the student housing project.
- Installed voice, video, and data cabling for the student housing project.
- Increased the speed of the campus backbone network over 400%. Upgraded the telephone cabling to the campus center to improve telephone service.
- Connected the PDC to the campus fiber backbone.
- Set up an automated call distribution system to route incoming calls to high call volume offices on campus.
- Installed a Pic-Tel videoconference system at North Campus.

RF IS.5.2 The College will develop a structured, well-defined system of logistical support services.

Status Report 1997

The single billing system was implemented in the Fall, 1996, incorporating tuition, fee and Meal Plan charges into one bill. Beginning in Spring, 1997 the system included housing charges related to The Village at Penn College.

A system for tenant contracting for The Village at Penn College was implemented effective Spring, 1997.

The reorganization plan for Administrative Services was implemented effective January, 1997.

Systems and procedures to ensure compliance with FASB pronouncements 116 and 117 were implemented, including the incorporation of the College Foundation and the Community Arts Center into the financial statements of the College. Procedures were developed to allow the incorporation of the College's financial information into Penn State's financial statements, as required by FASB.

Enhanced long-term financial forecasting models for potential student housing auxiliary enterprises and other potential capital projects.

RF - IS.5.3 The College will deliver high quality auxiliary enterprise programs.

Status Report 1997

Customer surveys continue to show improved customer satisfaction with Food Services operations and the College Store. Meal Plan participation and sales in Food Services continue to grow, primarily due to the implementation of the single billing system.

Planning was conducted for a fast food venue in the Academic Center, to be implemented for Fall, 1997.

Planning was initiated for an expansion of the Food Services operation at the Earth Science Center.

The Village at Penn College began its initial year of operation in January, 1997 as an Auxiliary enterprise. Contracting and billing systems were designed and implemented during Fall, 1996.

Renovations were initiated in the Bush Campus Center to create a more collegiate atmosphere for students. The former Center Court dining area was renovated into The Bistro, an upscale casual food venue; The Coffee House was established in the former private dining room; and the C-Store (convenience store), game room, video rentals and TV lounge were relocated. An open Internet Room was created for student use.

DG IS.5.4 The College will expand as opportunities allow the Information Center function to provide state-of-the-art technological support in the areas of local area networking, office automation, and access to the College data bases.

Status Report 1997

- Installed 22,000 feet of ethernet cable and 12,000 feet of token ring cable to our network cable system (almost 8 miles).

- Installed 81 token ring and 169 ethernet network connections (169 total) in new or upgraded locations throughout the campus, a significant number of these being in faculty office areas.
- Installed 60 computers (40 faculty offices) and 70 printers. Implemented the GroupWise/Netscape Gateway. Installed 155 new computers in Instructional Labs: ATHS E215, ACC 302, ATHS E208, Earth Science, Aviation, ATHS E138.
- Implemented in-house production of diplomas.
- Integrated the College's On-line Purchase Order system with the Food Service Inventory Control System.
- Implemented Student Meal Plan Card use in Le Jeune Chef.
- Set up the new Internet Lab in the Campus Center.
- Integrated the billing and collection of Student Meal Plans with the College's Tuition Bill.
- Implemented a new Internet-based Application Form.
- Developed a new Job Announcement/applicant Processing System for Human Resources.

DG IS.5.5 The College will enhance the Computer Services training experiences for new personnel and update competencies of existing personnel on current or new applications.

Status Report 1997

Computer Services and Instructional Technology, working closely with the Staff Development Office, offered 31 technology classes with 204 enrollees. A strategic partnership was formed with the Technology Transfer Center to enhance computer training opportunities for College employees. The TTC, working closely with the Information Technology Office, will provide the College's computer application training. Specialized small group instruction will also continue to be offered by the Office of Instructional Technology.

GOAL

IS-6 **Quality Assurance**
To assure that Penn College aspires to the highest standards of academic excellence promulgated by the Middle States Association in its handbook "Characteristics of Excellence in High Education - standards for accreditation."

TASKS

WM IS.6.1 The College will participate in the periodic self-assessment process prescribed by the Middle States Association, and will secure reaccreditation.

Status Report 1997

During the 1996-97 academic, the College completed all activities associated with the preparation of the Periodic Review Report and submitted same to Middle States Association.

GOAL

IS-7 **Penn State Affiliation**
Continue development of Penn State affiliation while ensuring independence of Penn College within the context of the affiliation agreement.

TASKS

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MS Rec I.II
(WM) IS.7.1 Extend proactive communication with College Board of Directors (via President's Office) to guarantee continued awareness and understanding of fiscal/academic strength, activity and uniqueness as related to College's specialized educational mission.

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Status Report 1997

The President's Office communicates on virtually a weekly basis to provide the Board of Directors with appropriate documents reflective of activity at the Pennsylvania College of Technology. In addition, the President provides material as requested by the Board of Directors, as well as correspondence initiating from his office that offer testimony to activities at Penn College and its special place in the Commonwealth.

MS Rec I.II (DG) IS.7.2	Continue regular consultation and sharing of new/expanded program initiatives with Penn State (at Academic Affairs level) to ensure awareness and understanding of specialized program objectives and to maintain Penn State support of such initiatives.

Status Report 1997

By vote of the Curriculum Committee and College Council on October 22, 1996, Task Statement IS.7.2 was retired from the list of active tasks and requires routine maintenance.

GOAL

IS-8 **Diversity**

The College will identify and implement activities to enhance and expand the opportunities for participation of students, faculty, staff and community members of diverse backgrounds.

TASKS

MS I.w (RM) IS.8.1	Create a multi-cultural advisory committee comprised students, business and community leaders, staff and educators that reflects a broad diversity of ages, races, abilities and both genders. The advisory committee would advise the College President and his designated administrative staff about plans and strategies that support the College's goal of diversity.

Status Report 1997

Multi-cultural Advisory Board membership has been approved by the President and will initially meet in August 1997.

MS I.kk WJM - IS.8.3	The College should consider installing either push button pneumatic door openers or other automatic door devices at the entry to the various campus buildings for service to the handicapped.

Status Report 1997

The College has installed pneumatic, push-button door openers in several key facilities such as the Library. In addition, the College has conducted ergonomic tests of all doors on campus in order to ensure that they were in compliance with ADA standards regarding pull tension. Those doors not found to be in compliance had the door opening mechanisms replaced so that the College's doors are in compliance with this legislation.

By vote of the Facilities Committee and College Council on September 24, 1996, Task Statement Statement IS.8.3 was retired as completed.

GOAL

IS.9 **Marketing**
Develop a comprehensive institutional marketing plan with College-wide participation.

TASKS

RM IS.9.1 Establish a marketing position statement for the institution and provide for an institutional review of the marketing position on an annual basis.

Status Report 1997

By vote of the Student Affairs Committee and College Council on November 14, 1996, Task Statement Statement IS.9.1 was retired from the ist of active tasks and requires routine maintenance.

RM IS.9.2 Collect data from various College constituencies (through surveys, forums, institutional research projects, Governance, group meetings/ discussions, and other means to be determined), and use this to regularly assess Penn College in Terms of product, price, place, and promotion.
Status Report 1997

The Marketing Commission continues to meet and regularly submits recommendations to the President based on assessment of Penn College in terms of product, price and promotion.

RM IS.9.3 Develop and maintain a comprehensive institutional marketing plan that focuses on the results of the regular assessment of product, price, place, and promotion.

Status Report 1997

Utilizing recommendations made by the Marketing Comission and data collected from various College constituencies, the Office of College Information and Community Relations has prepared a 1997-1998 Media Relations Plan and Advertising Campaign. It was approved by the President in July of 1997. These reports will serve as the foundation of the institutional marketing plan to be developed in 1997/98.

RM IS.9.4 Facilitate an institutional commitment to the comprehensive marketing plan and provide staff development and communications support to encourage College-wide support for the marketing objectives outlined in the plan.

Status Report 1997

No action to date. To be developed in 1997/98.

GOAL AREA: PUBLIC SERVICE

To serve as a catalyst for community economic, social, cultural development through meetings, seminars, cultural events, technical consulting services, applied projects in the community, and other activities as appropriate.

GOAL

PS - 1 **Technical Consultation**
Provide technical consultation and undertake off-campus service projects of instructional value to benefit College constituencies.

TASKS

PS.1.3 (DG) The College will participate in on-campus projects as deemed instructionally valid.

Status Report 1997

Natural Resources Management

- weekly flower arrangements for Le Jeune Chef
- flower arrangements for Visiting Chef, Community Arts Center, and other special occasions
- Designed permanent design pieces for Le Jeune Chef
- Built and installed perennial seedling boxes at the ESC
- Pruned trees on main campus
- Forestry students planted trees for South Williamsport Shade Tree commission
- ESC Student Clubs participated in Adopt-A-Highway program
- Forestry students completed a controlled burn for the Game Commission
- Forestry students constructed and installed fish habitats in the Game Land Ponds
- Forestry students completed a deer herd survey for Ryder Park
- Cleared two acres for Wildlife Pond at ESC
- Horticulture students installed sod at Victorian House
- Horticulture students installed plants at Victorian House

Hospitality

- International Students Coordinating Association of Lycoming County banquet
- Decorator Show Case for the Hospital fund raiser
- Ducks Unlimited banquet
- Visiting Chef to benefit scholarship fund

Industrial and Engineering Technologies

- Produced candlesticks as College gifts
- Produced various recruitment activities:
  - frisbees
  - footballs
  - baseball bat key chain
  - golf tees

Construction and Design Technologies

- Victorian House
- College side walk
- Archery range
- HVAC Renovation to BTC/137
- Masonry Extension to BTC/104

Integrated Studies

- WWAS broadcasting South Williamsport High School sporting events
- Child Care students and faculty participated in Crayola Dream Makers project

Transportation Technology

- Mouse Trap Racer College invitational
- Heavy Equipment students graded topsoil at Victorian House
- VICA State Championship
- FORD State Championship
- Picture Rocks generator set

PS.1.8 (DG) The College will promote the formation of partnerships with other educational institutions and business and industry.

Status Report 1997

The Technology Transfer Center continued its major partnerships with the following four major corporations:

- *Textron Lycoming* - Factory Authorized Training Center for the world's largest manufacturer of piston aircraft engines.
- *Microsoft* - Member of the Microsoft Solution Provider network to provide authorized training and support on Microsoft products.
- *Autodesk* - Authorized Training Center for Autodesk software products (including AutoCAD). TTC was recognized as one of the top ten ATC's in the country for curriculum and facilities.
- *Novell* - Authorized Training Center for custom client training in Novell networking software.

TTC opened training centers in New Kensington (Pittsburgh) and Allentown to train dislocated workers computer repair skills to enable them to pass the A+ Computer Repair national certification test. Market analysis is currently in process to determine the feasibility of opening a similar center in the Philadelphia market.

Eleven companies received grant funding assistance for TTC training or project services including Osram-Sylvania, Ward Manufacturing, Center Manufacturing, Williamsport Wirerope Works, Springs Window Fashions, Skytech, Agile Building Technologies, Advanced Electrical Concepts, Johnstown Wire Technologies, Johnstown Corp, and Kennametal.

Consulting and non-credit training services were provided to over 80 clients, including Susquehanna Health Systems, Textron Lycoming, PSU, Certain Teed Corporation, Lycoming County, Keystone Friction Hinge, BLAST, Alcan Cable, American Home Foods, Brodart, Lonza, Northern Central Bank, SEDA-COG, Truck-Lite, West Co., PP&L, Primus Corp., Soldiers and Sailors Hospital, First Quality Products, Jersey Shore State Bank, and Litton, Inc.

Received authorization and grant funding to develop and operate a Center to serve the industrialized housing industry. The Industrialized Housing Resource Center (IHRC) will provide training and consulting services to manufacturers, builders, and installers. Curriculum development will commence in July 1997 and the Center is scheduled to officially start delivery of services August 1998.

Partnerships for credit programming:

- Penn College/Penn State Dubois: Machine Operator
- Penn College/Mt. Joy Career Center: Precision Turning

- Penn College/Penn State Fayette: Building Construction Technology

Additional partnerships are being explored:

- Penn College/Penn State Lehigh
- Penn College/Penn State Altoona
- Penn College/Penn Sate Behrend
- Penn College/Middle Bucks Technology Center

GOAL

PS-2 **Enrichment Programming**
Provide cultural, educational, and entertainment programming that enriches the academic and personal development of the student body and community residents.

TASKS

PS.2.1 (JF) The College will provide programming that enriches the academic and personal development of the student body and community residents.

Status Report 1997

The cultural programs for 1996/97 included the Women's Series, Young Audience Series, two Children's Series, Special Events, and the addition of a Coffee House Series. Performances range from speakers about sexual abuse/date rape to comedians, classic film to magic, children's literature author to musical theater, coffee house artists to multimedia experiences. Attendance for all events was over 6,000 with participants over 40 percent Penn College students.

The Village at Penn College has offered a variety of programming activities for on-campus students during the Spring semester of 1997. These wholeness-based programs enrich the lives of students and offer them a sense of community. The programs range from educational topics. These programs were well attended and popular among Village residents.

TASKS

PS.2.2 (WM) The College will expand the entertainment opportunities for community residents.

Status Report 1997

By vote of the Long Range Planning Committee on February 18, 1997, Task Statement PS.2.2 was retired and awaits action by College Council.

****

MS II.bb
(WJM) PS.2.5 The College should continue its efforts to involve alumni as advocates and supporters of the College; this concept has increasing potential as the College moves toward the awarding of baccalaureate degrees.

****

Status Report 1997

The College continues to send the award-winning publication, "One College Avenue" to all alumni. Alumni participate in a variety of activities associated with their programs, including participation in program advisory committees. The alumni were solicited as part of the annual fund campaign. Special alumni activities were held for Open House and for the performance of "A Street Car Named Desire".

PART III

PLANNING MANUAL

INTRODUCTION

This planning manual describes the various component processes of Pennsylvania College of Technology's (Penn College) strategic long range planning cycle. Each component process of the cycle is divided into steps, indicating the primary participants, the actions they take, and a proposed time frame for completing the actions. Furthermore, each process is keyed to a corresponding flowchart, depicting the progression of the steps. Charts and procedures are on facing pages.

Penn College has revised its long-range planning process in an effort to provide a more strategic focus. In so doing, it has enhanced the role of research and integrated this function with the planning process in order to achieve a strategic outlook.

The process also describes a method for validating changes in the plan. In the past, Penn College did not have a systematic method for reviewing the plan on a periodic basis and establishing campus-wide input on planning changes. Such changes are now accomplished through a dual track that utilizes the institution's organizational hierarchy (the vice presidents, the deans, the assistant deans, the directors they supervise, and the faculty and staff within each division or department) as well as the Governance System. Thus, any alterations of a planning component require Governance approval through one of the committees and College Council.

Coordination of the planning process lies with the Director of Institutional Research and Planning. The Long Range Planning Committee in Governance reviews various issues and research projects and makes recommendations regarding planning implications based on the results of these reviews. This committee also performs custodial functions regarding the structure of the Strategic Long Range Plan, including component numbering, taxonomy, and structure.

OVERVIEW

The College's Long Range Plan includes a governing philosophy and a mission statement for the institution. The Plan lists College goals and organizes them into five goal areas: Instruction, Academic Support, Student Services, Institutional Support, and Public Service. Delineated tasks lead to the accomplishment of each goal.

From the Philosophy and Mission, President's Council distills a Vision Statement, a short version that states the essence of the College's philosophy, mission, and future direction.

PLANNING PRODUCTS

Penn College produces a number of documents which address various aspects of the planning process and provide a strategic direction for the College. These include the following:

Strategic Planning Sourcebook This document replaces the institution's Fact Book. It is an information source for the College community and includes a history of the institution as well as its organizational structure. In this document resides a great deal of internal and external data of planning interest to various segments of the College community.

Major Institutional Initiatives This annual list of objectives is drawn from the Long Range Plan, key routine operations, and presidential initiatives and includes, in brief form, the major activities to be undertaken by the College during the upcoming year.

Strategic Long Range Plan This document includes the philosophy, mission, goals, and tasks of the College as well as an annual progress update describing the status of each task.

Long Range Plan Cumulative Update This document includes the philosophy, mission, goals, and tasks of the institution as well as all of the annual updates for each of the tasks since the last Middle States Accreditation.

Annual Plan of Operation This document includes the objectives from the MBO Plan for each of the area vice presidents and deans and is drawn from the Long Range Plan.

Annual Performance Report This document is based, in part, on the evaluation of each of the area vice presidents and deans' progress in accomplishing annual objectives as stated in the Annual Plan of Operation.

TERMS USED IN THE PLANNING PROCESS

Objective An objective is an initiative developed by an administrator to accomplish all or part of a goal or task from the Long Range Plan.

MBO (Management By Objective) On an annual basis, each administrator prepares an MBO plan that includes the annual list of objectives (most of which must be tied to the Long Range Plan) and strategies for accomplishing each objective for the upcoming year.

EMR (Executive Management Review) This document summarizes the process by which each administrator is evaluated based upon successfully accomplishing the given set of objectives delineated in the annual MBO Plan.

Research and Evaluation

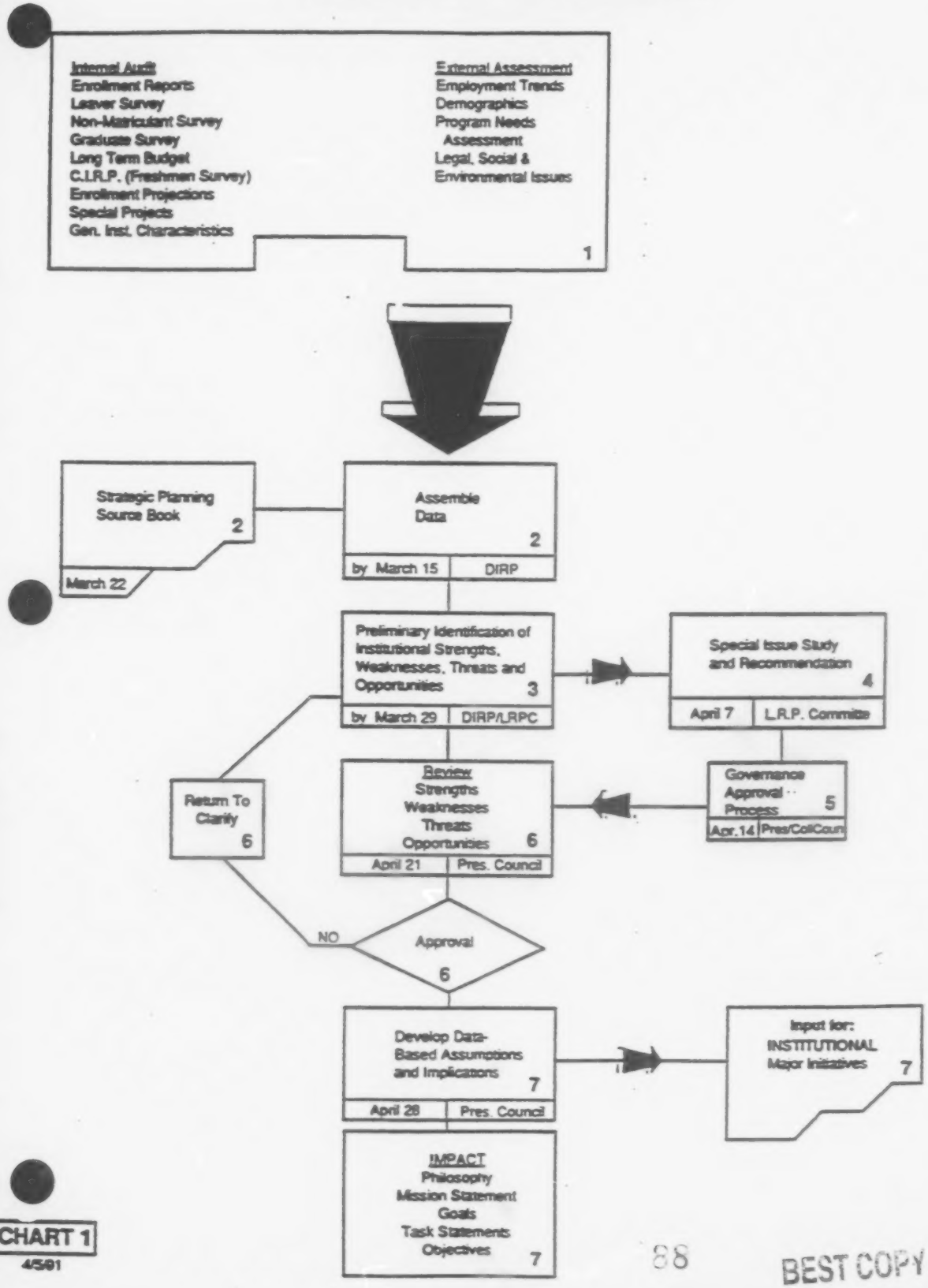

CHART 1
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PROCESS FOR COLLEGE RESEARCH AND EVALUATION FOR STRATEGIC LONG RANGE PLANNING

Every eight months to a year the Director of Institutional Research and Planning (DIRP) and the Long Range Planning Committee (LRPC) review the college's research and evaluation efforts. The following steps describe the process for producing the Strategic Planning Source Book and evaluating the compiled data as shown in Chart 1 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning (DIRP) conducts internal audits and external assessments to develop a variety of research documents. They consist of:

Internal Audits:	External Assessments:
enrollment reports	employment trends
Leaver Survey	demographics
Non-Matriculant Survey	program needs assessment
Graduate Survey	legal, social, and environmental issues
long term budget	
C.I.R.P.(Freshman Survey)	
enrollment projections	
special projects	

   Proposed completion date: March 15.

2. The DIRP assembles/compiles this data for inclusion in the Strategic Planning Source Book.

   Proposed completion date: March 22.

3. The DIRP and LRPC evaluate all data to identify institutional strengths, weaknesses, threats and opportunities.

   Proposed completion date: March 29.

4. The LRPC chooses special issues for study and develops corresponding recommendations to send to College Council.

   Proposed completion date: April 7.

College Council reviews the LRPC's recommendations through the Governance approval process and

- o approves the recommendations and forwards them to President's Council

OR

- o does not approve the recommendations and returns them to the LRPC for follow-up clarification/revision.

Proposed completion date: April 14.

6. President's Council reviews DIRP's and LRPC's preliminary identification of institutional strengths, weaknesses, threats and opportunities for institutional planning and

- o approves the definition of strengths, weaknesses, threats, and opportunities for use in institutional planning

OR

- o does not approve the definitions of strengths, weaknesses, threats, and opportunities and returns them to DIRP/LRPC for clarification/revision.

Proposed completion date: April 21.

7. President's Council develops planning assumptions and and implications based on internal audits, external assessments, and preliminary identification of Strengths, Weaknesses, Opportunities, Threats (SWOT).

Proposed completion date: April 21.

The assumptions and implications become input for Major Institutional Initiatives and also impact the College's Philosophy, Mission Statement, Goals, Task Statements, and Objectives.

This completes the process for research and evaluation for strategic long range planning.

COLLEGE PHILOSOPHY

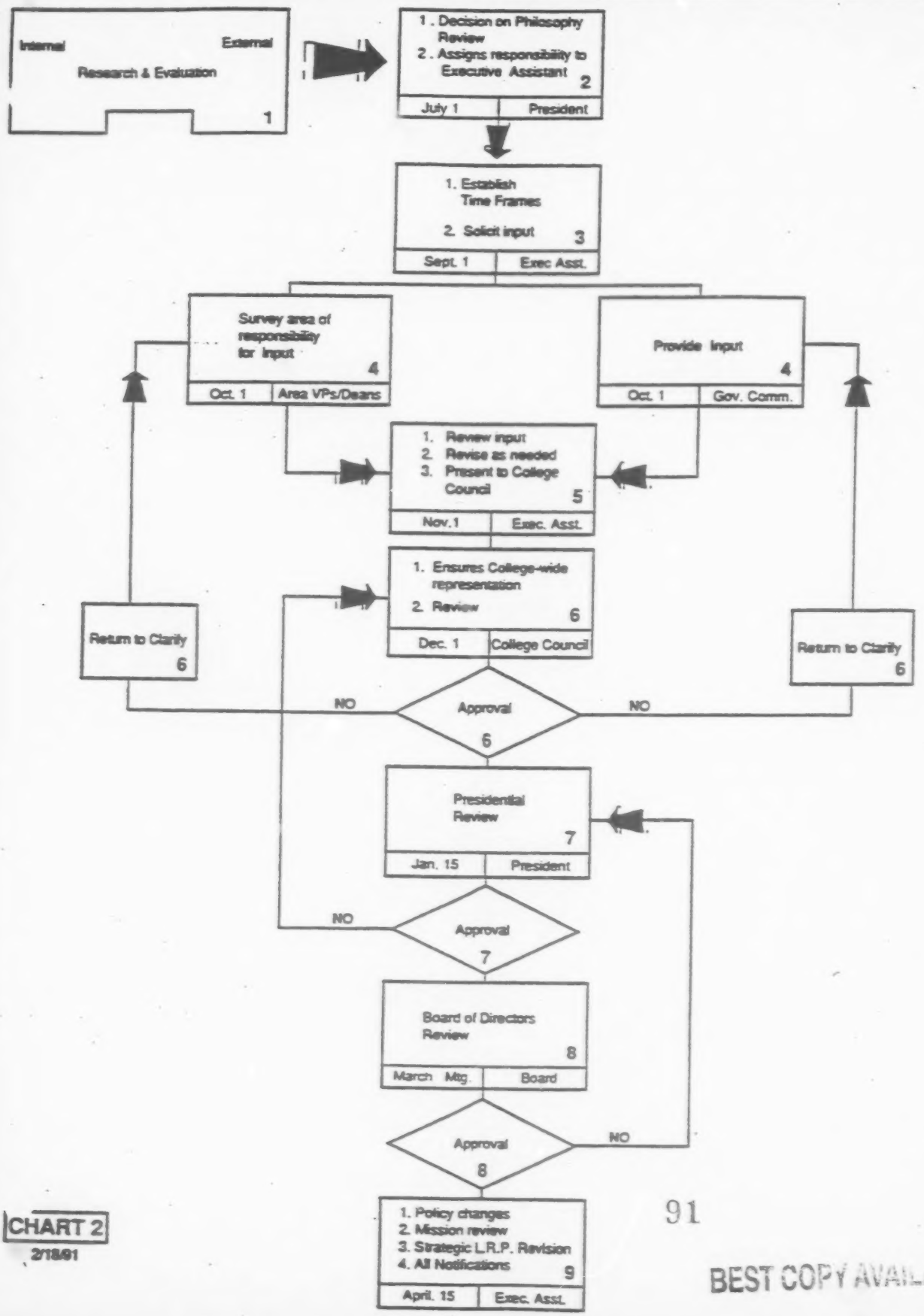

CHART 2

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Process for Revising the College's Philosophy

Every five to seven years, members of the College community review the College's Philosophy, with close attention to the changing environment. The College's Philosophy requires a substantial change in the environment in order to be modified. The following steps describe the process for revising the College's Philosophy, as shown in Chart 2 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessment to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Philosophy based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice Presidents, deans and governance committees survey their respective areas for additional input. Vice Presidents, deans, and governance committees provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the College Philosophy, and presents the revised College Philosophy to College Council.

   Proposed completion date: November 1.

6. College Council solicits input, ensures representation from the entire campus community, reviews the proposed revisions, and:

   - o approves the revised College Philosophy and sends it to the President

   OR

   - o does not approve the revised College Philosophy and returns it to the appropriate vice presidents, deans or governance committees for follow-up clarification/revision. Appropriate participants repeat steps 5 & 6.

   Proposed completion date: December 1.

7. The President reviews the revised College Philosophy, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Board of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised College Philosophy to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. The President presents the revised College Philosophy to the Board of Directors. The Board of Directors reviews the revised Philosophy and:

   - o approves it for incorporation in College documents

   OR

   - o does not approve it and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 8.

   Proposed completion date: March meeting.

9. The Executive Assistant coordinates the necessary follow-up activities based on these approved changes in the College's Philosophy. These activities include: revising college policy, reviewing the Mission, revising specific items in the Long Range Plan, and notifying the College community.

Proposed completion date: April 15.

This completes the process for revising the College Philosophy.

MISSION STATEMENT

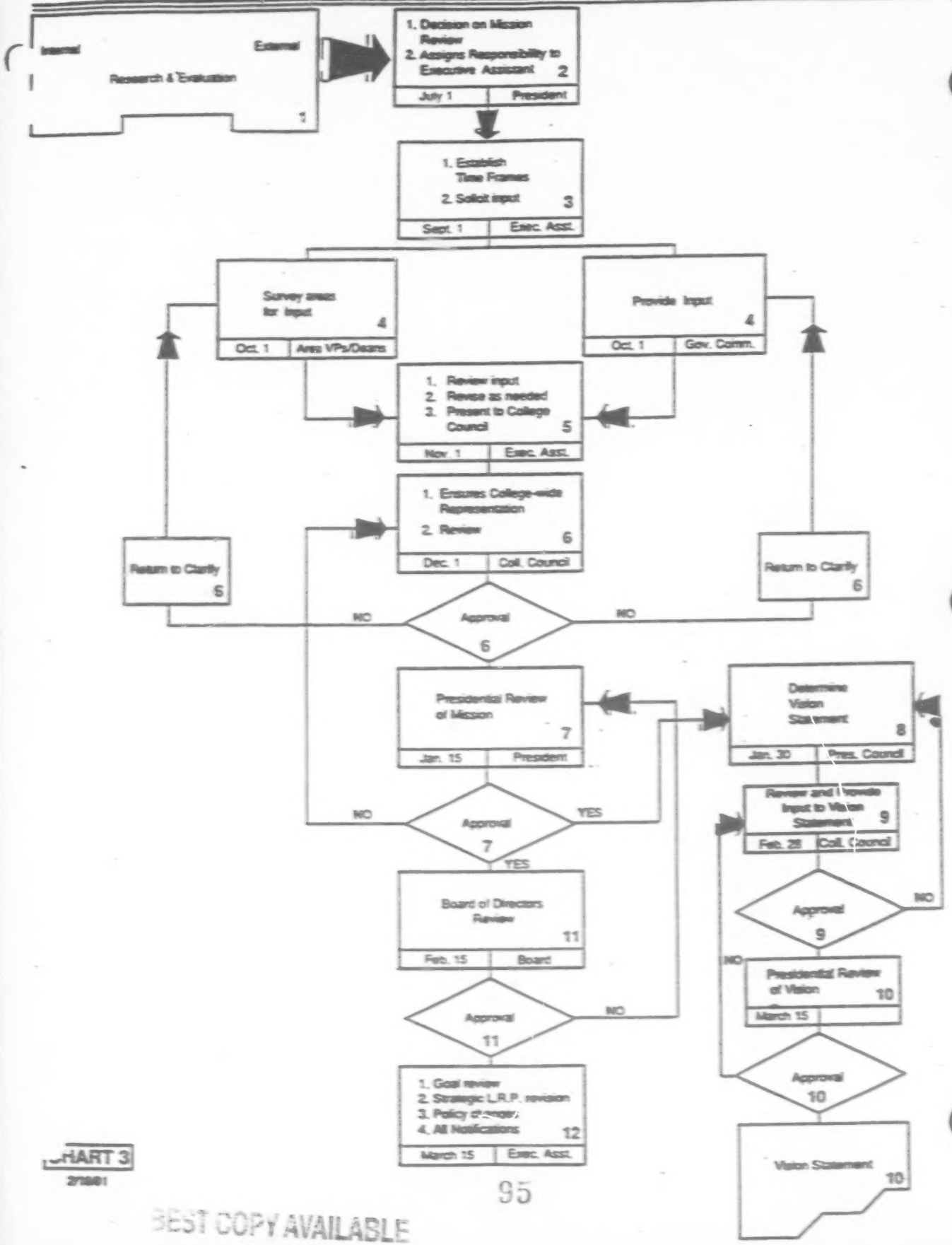

CHART 3
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Process for Revising the College's Mission Statement

Every three to five years, members of the College community review the College's mission statement and vision statement. The following steps describe the process for revising the College's Mission Statement and Vision Statement as shown in Chart 3 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Mission statement based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from all area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice presidents, deans, and Governance committees survey their respective areas for additional input/and provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the Mission statement, and presents the revised Mission statement to College Council.

   Proposed completion date: November 1.

6. College Council receives input, ensures representation from the entire campus community, reviews the proposed revisions, and

   - o approves the revised Mission statment and sends it to the President

   OR

   - o does not approve the revised Mission statement and returns it to the appropriate deans, vice presidents, or governance committees for follow-up clarification/revision. Appropriate participants then repeat 5 and 6.

   Proposed completion date: December 1.

7. The President reviews the revised Mission statement, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Boards of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised Mission statement to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. President's Council develops the college's Vision statement from the approved revised Mission statement and presents the Vision statement to College Council.

   Proposed completion date: January 30.

9. College Council reviews the proposed Vision statement, provides input to the Vision statement as necessary, and:

   - o approves it and sends it to the President

   OR

   - o does not approve it and returns it to President's Council for follow-up clarification/revision. President's Council resubmits the revised Vision statement to College Council. College Council repeats step 9.

   Proposed completion date: February 28.

10. The President reviews the proposed Vision statement and:

- o approves it for incorporation in the LRP

OR

- o does not approve it and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 9 and 10.

Proposed completion date: March 15.

11. The President presents the revised Mission statement to the Board of Directors. The Board of Directors reviews the mission statement and:

- o approves the statement for incorporation in College documents

OR

- o does not approve the Mission statement and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 11.

Proposed completion date: February 15.

12. The Executive Assistant coordinates the necessary follow-up activities based on the approved changes in the College's Mission statement and Vision statement. These activities include: reviewing goals, revising specific items in the Long Range Plan, revising College policies, and notifying all areas of the College.

Proposed completion date: March 15.

This completes the process for revising the College's Mission Statement and Vision Statement.

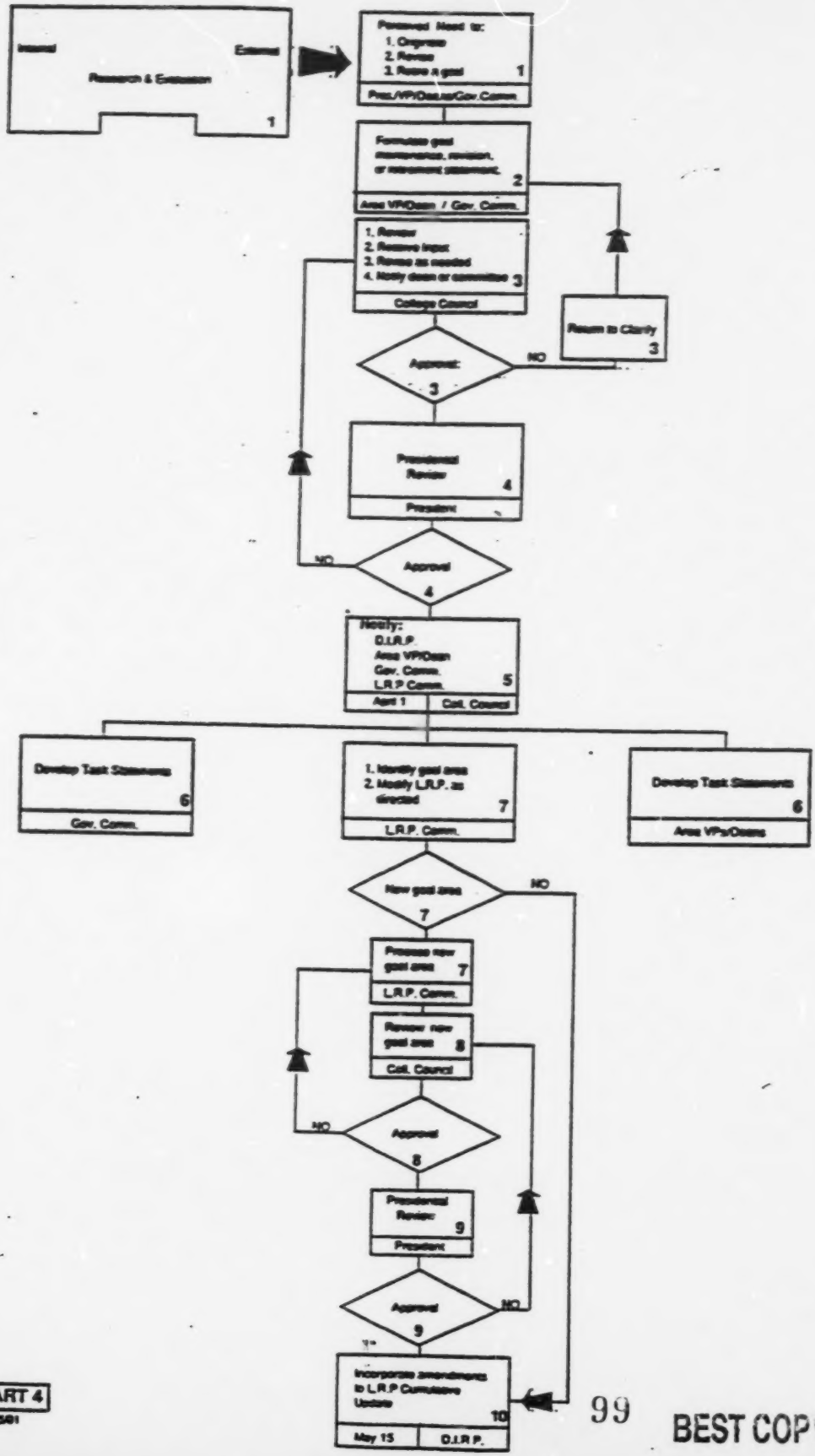

CHART 4
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Process for Amending the College Goals

At any time any segment of the campus community, ordinarily the President, Area Vice President or Dean, or a Governance Committee, may propose an amendment to the College Goals. A complete review of College goals necessarily takes place when the College's Mission changes. Amendments to College Goals can include new goals, revisions, maintenance statements, or retirement statements. The following steps describe the process for revising College Goals as shown in Chart 4 of the Strategic Planning Cycle.

1. The DIRP conducts internal audits and external assessments to provide a variety of research documents (see Chart 1 and the Process for Research and Evaluation) to the college community for use in planning.

2. The President, Area Vice Presidents/Deans, or Governance Committees formulate an amendment to the College Goals for review by College Council.

3. College Council reviews all amendments, solicits input relating to the goal, makes revisions as needed and:

    - o approves the amendment and sends it to the President for approval

    OR

    - o does not approve the amendment and returns it to the Area Vice President/Dean or Governance Committee for clarification/revision. Appropriate participants then repeat steps 2 and 3.

4. The President reviews College Council's recommendation on the amendment and:

    - o approves the recommendation for incorporation in the Long Range Plan

    OR

    - o does not approve the amendment and returns it to College Council for further review or revision. Appropriate participants then repeat steps 2, 3 and 4.

5. College Council notifies the Director of Institutional Research and Planning, the appropriate area Vice President/Dean, the Governance Committee, and the Long Range Planning Committee of any amendments to the College Goals within the Long Range Plan as approved by College Council and the President.

   Proposed completion date for revisions: April 1.

6. Governance Committees or Area Vice Presidents/Deans develop task statements if the amendment is a new goal. The process for developing a task statement is described in the following section.

7. The Long Range Planning Committee:

   - o numbers new goals and places them within one of the five existing goal areas, if possible

   OR

   - o creates new goal areas, as necessary, and proposes those new goal areas to College Council.

   College Council reviews the new goal area developed by the Long Range Planning Committee and:

   - o approves the new goal area and recommends it to the President

   OR

   - o disapproves the new goal area and returns it to the Long Range Planning Committee for further review/revision. Appropriate participants repeat steps 8 and 9.

9. The President reviews the new goal area created by the Long Range Planning Committee and approved by College Council and:

   - o approves the new goal area

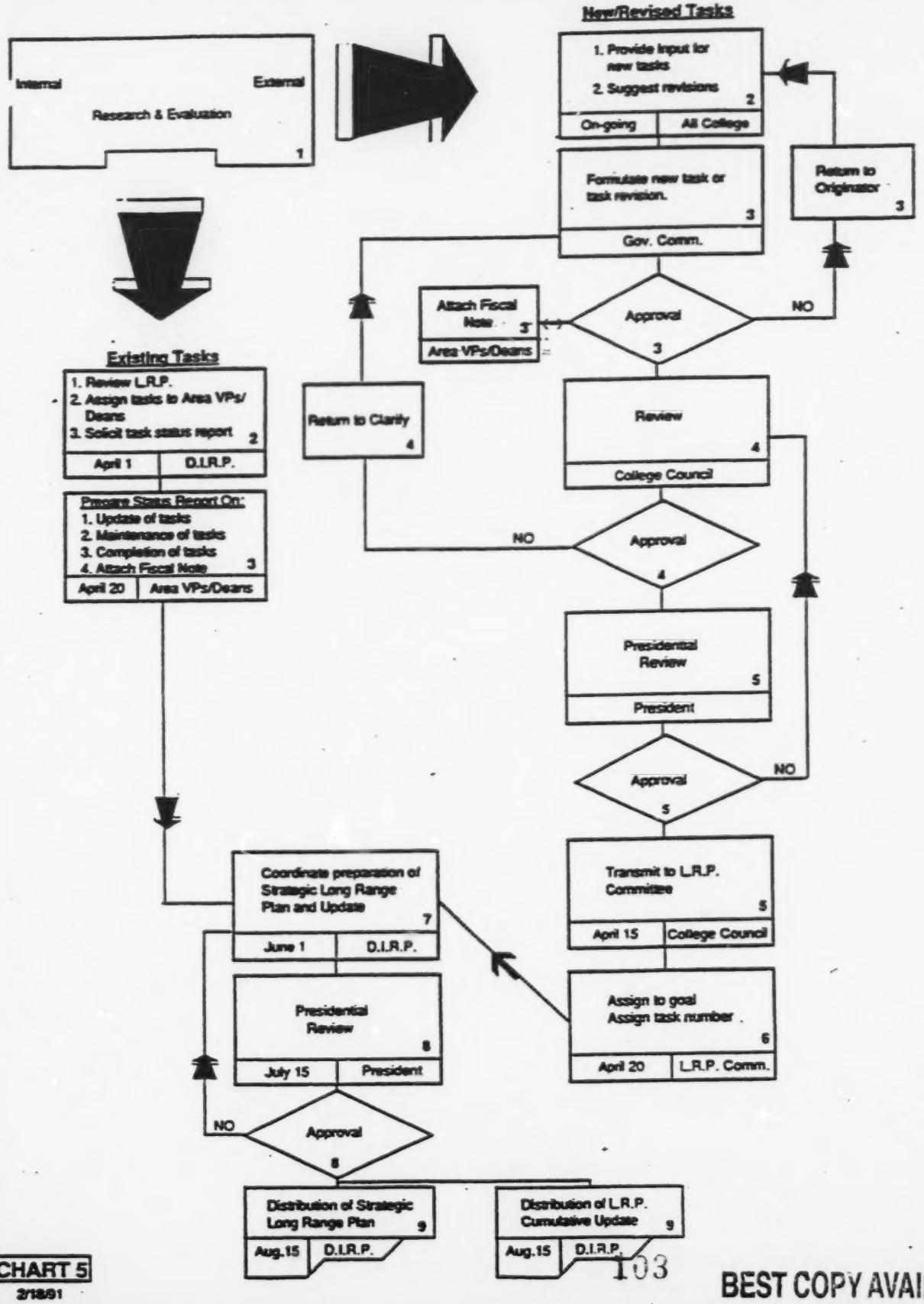
   OR

   - o disapproves the new goal area and returns it to College Council for further review/revision. Appropriate participants then repeat steps 7, 8 and 9.

10. The Director of Institutional Research and Planning incorporates new or revised goal amendments, as approved by the President, in the Strategic Long Range Plan and LRP Cumulative Update.

Proposed completion date: May 15.

This completes the Process for amending College Goals.



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The Process for Creating, Revising, and Reporting Long-Range Planning Task Statements

Annually or on an ad hoc basis, the Director of Institutional Research and Planning, the Long-Range Planning Committee, and other members of the College community create, revise and report on task statements. A Long Range Planning Task Statement specifies actions necessary to accomplish established College goals. The following sets of steps describe the processes for: (1) creating/revising a task statement, and (2) reporting on the status of a task, as shown in Chart 5 of the Strategic Planning Cycle.

Steps for Creating/Revising a Task Statement

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the college community for use in developing tasks.

   Proposed completion date: Ongoing.

2. Any member of the college community can provide input for developing a new task or revising an existing task. Usually the Area Vice President/Dean, or Governance Committee formulates the statement.

   Proposed completion date: Ongoing.

3. The appropriate Governance committee formulates or reviews the new/revised task statement and:

   - o approves it for presentation to College Council and solicits and obtains a fiscal note from the appropriate Area Vice President/Dean.

   OR

   - o disapproves the task statement and notifies the originating party.

4. College Council reviews the new or revised task and:

   - o approves the new or revised task

   OR

   - o does not approve the task and returns it to the originating governance committee. Appropriate participants then repeat steps 3 and 4.

5. The President reviews the new or revised task with its attached fiscal note and:

   - o approves it and transmits the task to the Long Range Planning Committee through the College Council

   OR

   - o does not approve the task and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 4 and 5.

   Proposed completion date: April 15.

6. The Long Range Planning Committee places the task under the appropriate goal and numbers it.

   Proposed completion date: April 20.

7. The Director of Institutional Research and Planning incorporates new and revised tasks into the Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: June 1.

8. The President reviews the Long Range Plan and Cumulative Long Range Plan and:

   - o approves the documents for college-wide distribution

   OR

   - o does not approve the documents and returns them to the Director of Institutional Research and Planning for revision/clarification. Appropriate participants then repeat steps 7 and 8.

   Proposed completion date: July 15.

9. The Director of Institutional Research and Planning distributes the Strategic Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: August 15.

This completes the process for creating new tasks or revising existing tasks.

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Steps for Reporting on the Status of Tasks

Existing, unrevised tasks follow an abbreviated path, as described in these steps.

1. The Director of Institutional Research and Planning reviews the Long Range Plan and matches the task statements to the appropriate Area Vice-President/Dean.

   Proposed completion date: April 1.

2. The Director of Institutional Research and Planning solicits a status report from each Vice President/Dean. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task.

3. Area Vice-Presidents/Deans prepare a status report covering all assigned task statements. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task. Area Vice-Presidents/Deans attach fiscal notes to each task statement in their status reports.

   Proposed completion date: April 20.

4. The Director of Institutional Research and Planning updates the Strategic Long Range Plan and Cumulative Long Range Plan to reflect the progress indicated in the completed status reports.

The remaining steps are the same as new/revised tasks (steps 8-9).

This completes the process for assessing the status of existing tasks that do not require any revisions.

Process for Developing Objectives

Every year, President's Council develops major institutional initiatives; Area Vice Presidents, Deans and most administrative staff develop their individual objectives; and the President compiles the Annual Performance Report. The following steps describe the process for developing Major Institutional Initiatives, the Institutional Annual Plan, APT Objectives, and the Annual Performance Report as shown in Chart 6 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to President's Council for use in planning.

   Proposed completion date: Ongoing.

2. President's Council identifies potential institutional initiatives and budget implications.

   Proposed completion date: February 15.

3. President's Council reviews the existing tasks and goals in the Long Range Plan in light of the external assessment and internal audit.

   Proposed completion date: April 15.

   AND

   President's Council selects Major Institutional Initiatives from existing tasks and goals in the Long Range Plan and from the potential institutional initiatives.

   Proposed completion date: April 15.

4. The President assigns specific initiatives to the Area Vice Presidents and Deans and refers specific issues to Governance Committees.

   Proposed completion date: April 20.

   AND

   The President produces and distributes an official list of the Major Institutional Initiatives.

   Proposed completion date: April 30.

5. Area Vice Presidents and Deans prepare their MBO plans for the President, incorporating assigned initiatives.

   Proposed completion date: May 1.

   AND

   The Vice President for Student Affairs, on behalf of President's Council, assigns associated research initiatives to the Director of Institutional Research and Planning for inclusion in her MBO plan.

   Proposed completion date: June 30 of the next year.

6. The President reviews the MBO plan for each Area Vice President and Dean, and:

   - o approves the MBO plan for use in developing objectives for other APT staff

   OR

   - o does not approve the MBO plan and returns it to the appropriate Area Vice President or Dean for follow-up clarification/revision. Appropriate participants then repeat steps 5 & 6.

   Proposed completion date: June 15.

7. The President prepares the Annual Plan of Operation and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

   AND

   Most other APT prepare and submit their MBO plans to their supervisors.

   Proposed completion date: July 1.

8. Supervisors review their staff's MBO plans, and:

   - o approve the MBO plan for its congruence with the supervisor's MBOs and for the maintenance of routine staff functions

   OR

   - o do not approve the MBO plan and return it to the appropriate staff member for follow-up clarification/revision. Appropriate participants then repeat step 8.

   Proposed completion date: August 1.

9. APT staff carry out their MBO plans. Through this implementation, all college staff (including faculty and classified) carry out the collective objectives within all MBOs, thereby implementing a portion of the annual Long Range Plan.

   Proposed completion date: July 1 - June 30.

10. APT staff and their supervisors determine when revisions are necessary to their MBO plans. Appropriate participants repeat steps 7-8, as necessary.

    Proposed completion date: Ongoing.

11. APT staff complete the Executive Management Review process to evaluate their progress in meeting their objectives.

    Proposed completion date: October, February, and May.

12. The President compiles the Annual Performance Report, largely based on the year-end Executive Management Review of Area Vice Presidents and Deans, and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

    Proposed completion date: July 1.

This completes the process for developing objectives.

OBJECTIVES

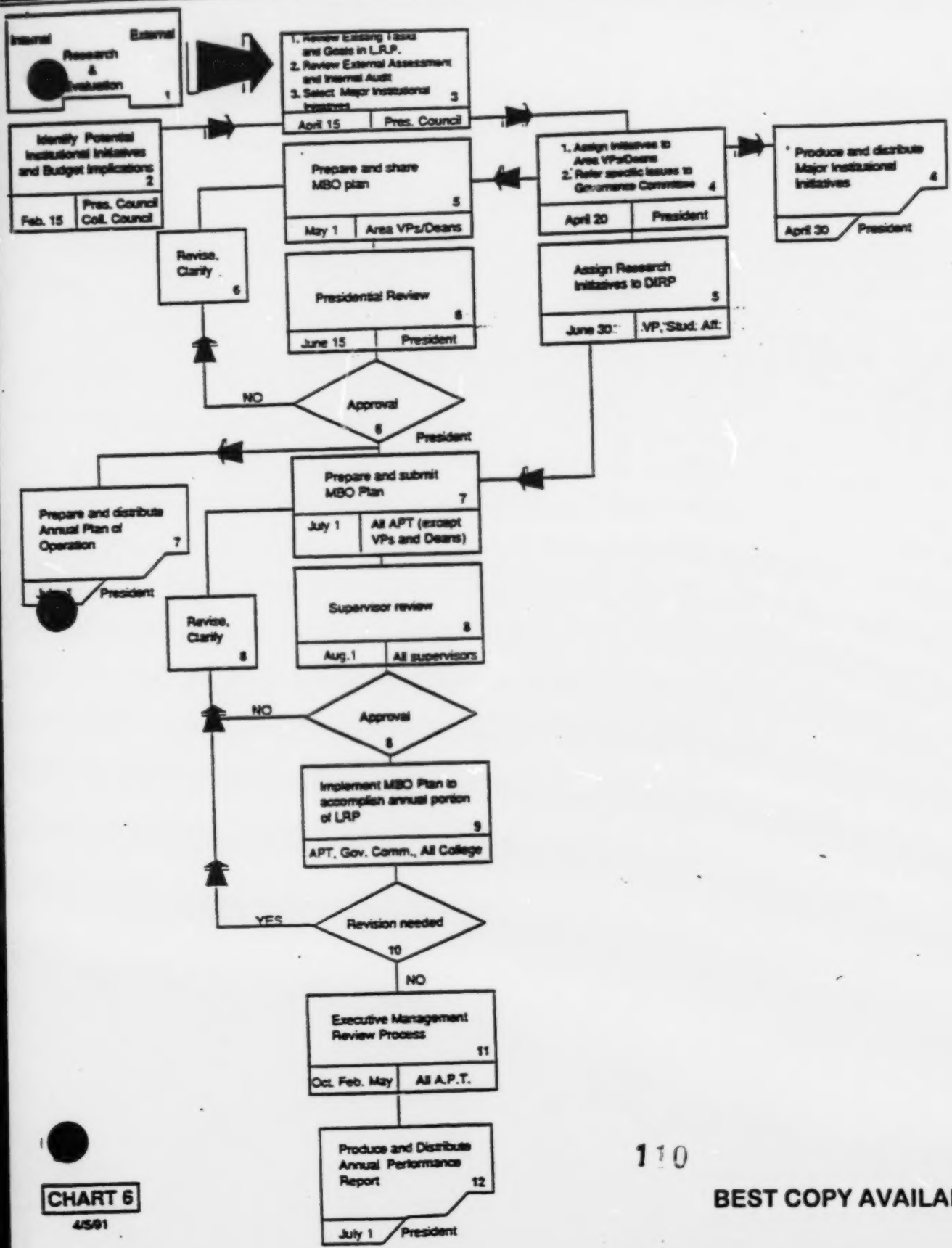

CHART 6
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